

# Music festival diary

## Jazzing up the South Bank

The small bass drum player from Yorkshire spoke with the tribal accent that he and I share. "I once played summat wif six p's in it!" he confided.

"By!" responded his equally small companion, stretching his eyebrows upwards. "I bet that were quiet!" Moments of delight such as this - and there are many of them - point up, for me, the special nature of the National Festival of Music for Youth as a coming together of youth and music.

This year - its twelfth - the festival moved from its familiar home at the Fairfield Halls to the South Bank and by this single move of 12 miles came dizzily of age. It has always been a major musical event. Now it looks the part - relaxed and confident, sprawling from hall to hall out to the sunlit terraces, converting the whole of the South Bank into the living community arts centre that many yearn for it to become.

As Don Lusher, trombonist and great gentleman of music, said to me, "It's just fantastic to see everyone so involved, all taking part together." Don was helping to adjudicate "Jazz at the South Bank" on Friday night in the Royal Festival Hall, an event which demonstrated once again the overwhelming authority in this field of the work of John Ellis and his Doncaster Jazz Orchestra.

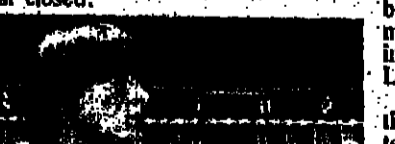
In the coffee bar, John Ellis talked to me about jazz with all the mesianic conviction that you come to expect from those who bring the best groups of any kind to the festival. John Ellis insists that his players have a good formal grounding. "They must learn to play straight before they can play crooked," and he runs his bands on strict orchestral lines.

He is head of music in a comprehensive in Conisborough. "We have some of the most musical dole queenes in the country," he says. What this means is that as well as cleaving to the higher educational purposes of music, he has a clear and practical notion of the way that good all round ensemble players can pull in work around the clubs.

"Voices in concert" also on Friday evening, showed us another leader in his own field, Barry Russel of Archbishop Holgate's Grammar School, York. Barry, who has moved this year to York from Holmfrith High School, brought to the Queen Elizabeth Hall a piece of music theatre about playground conflict.

Some of the ladies around me were quite agitated by this, clearly feeling that a choir which breaks ranks to leap and roll about is not quite playing the game. Barry, though, believes that music should be fun - which is quite a cliché, except that the quality of performance which he injects along with the fun is what brings his groups to the Festival.

I saw Barry Russel later looking a little dejected about his other group's apparent lack of success with Walton's "Facade" in the chamber music class. As he was wearing a striped blazer and a straw hat at the time, the affect was rather that of a concert party leader whose pier has just closed.



Sheffield Youth Orchestra's pianist, one of the hundreds of young musicians who took part in this year's festival.



Two players from Darlington Schools Brass Band practising informally in the car park.

Wind Bands, on the Saturday morning, brought the Queen Elizabeth Hall more than its fair share of brazen stridency. There is something deliciously barbaric about a concert band in full cry, so that you half expect the doers to crash open revealing Charlton Heston clad in strips of leather and brass knobs. Festival director Larry Westland might like to bear this in mind.

Bands of this nature vary enormously in background. Some are i.e.n. groups, meeting in music centres. Others are private venture groups, well supported by dedicated followers but musically in the hands of one enthusiast. Such a man is Fred Matthias who rehearses the St Helen's Concert Band in the top room of a pub.

Fred, an ex-Marine Bandmaster to whom the term "dapper" might fairly be applied, described to me his attempts to arrange his band into the long narrow space available to him. "I used to have them down the length of the room, but the ones at the back said I never spoke to them. Now they stretch across in front of me and I stand by the door. When somebody tries to come in I get the doorknob in the small of the back."

After a few years of attending the festival one gets used to the fact that the highest standards whatever the conditions they find themselves in. It is something that bears repetition, though, for it is a constant reproach to those who go about the education service with snippers looking for vestigial bits to trim.

An impressive number of groups in this festival hailed from the area between the Tees and the Tyne. The brass band class was, as you may expect, no exception. Holmfrith, Kirkless, Scaisset, Warden, the names come rolling from the tongue like the roll call at a black pudding convention.

I took quite a fancy to the Darlington Schools Brass Band, even though they did not figure in the awards, largely because of the happy atmosphere that was evident among them even to someone sitting in the audience. Their young trombone soloist, Michael Muir, cheerfully announced their programme with fair accuracy and moderate comprehensibility. But there was no doubting his musical gift when he played, right into the ear of the composer, Don Lusher's Concert Variations.

I went for a chat with Alf Hind their conductor, who is a peripatetic teacher as are so many of the guiding lights of the festival. A couple of minutes' conversation elicited the intriguing deduction that Alf was playing in the Royal Corps of Signals Band on the day when I passed out from Vimy Square, Catterick in October, 1955.

Alf introduced me to Michael Muir, a 15-year-old of irrepressible energy and more than a little charm. Michael explained to me how he had lost his right leg as the result of serious illness at the age of seven, and then had to face a long period of debilitating treatment. Now he nets

up at six every morning so that he can practise trombone and piano before setting off for school. As he spoke he could hardly keep still for excitement at the thought of what he was involved in and of his plans for the future. On Thursday of this week he takes grade eight on the trombone, and I for one will be thinking of him.

The final event of the festival was an international gala concert given by the Bromley String Orchestra, the Holy Name Convent/Queen's Royal Choir from Trinidad, the Bavarian State Youth Orchestra, the Central Choir of Hungarian Jeunes Musicales from Hungary and the Merseyside Youth Orchestra. This concert was also in celebration of the opening of the International Music Education Conference which takes place in Bristol next week. Antony Hopkins, who graced the event as presenter, described it as "a bridge passage", linking the festival and the conference.

I had a talk to Antony Hopkins before the concert. He is a great enthusiast for youth music, and speaks vehemently about the dangers inherent in economy cuts. "Music is so vulnerable, you see. So much is taught by peripatetic teachers who are seen as easy to cut down on."

For him, music is the best of all school activities. "What a marvellous and truly educational effect when you see children working together in an orchestra." He points out that group music making is real teamwork, with no heroes, and that it is "the best discipline of all". Schools music has a real and influential friend here.

The concert itself was a fitting climax to the festival - musically if not in terms of numbers in the audience. The programme moved from the coolness of Grieg's Høvsøer Suite played by Bromley, through the colour and vigour of the Trinidadian contribution and eventually to the grandeur of Merseyside's playing of Elgar's "Cockaigne" Overture. Biggest delight, though, for me, was the Hungarian Choir.

Now that the festival has arrived on the South Bank, it should certainly stay there.

Gerald Haigh

## Next week

Natural collections: how children's fascination with butterflies and pond life can be turned to serious purpose in scientific conservation. The smallest education authority: Richard Garner looks at the Scillies and its compensations. Books: Special articles on the dissemination of books throughout the Third World and on the problems of presenting European literature to non-European readers. Books on moral education and children's rights.

# Personal column

Ted Wragg

## Management by all

"Ah, come in Jenkins. Last day of term, thank goodness. Just popped in to wish me well before you shoot off to the Dordogne or somewhere, have you?"

"Skegness actually, headmaster. No, I was really wanting a word about the new management structure, you've just announced for next year."

"Indeed, indeed. Well, Jenkins, in all modesty I think we can say we're in at the beginning of something really big here. You see, as I explained at the staff meeting, we've been through all that dreary stuff about management by objectives, management by consent, we even tried management by embarrassment at one point, but I am sure that my new concept of management by all is most definitely going to set a national trend and really put us on the map."

"That's what I wanted to talk to you about, headmaster."

"You see David..."

"It's Donald."

"Of course. You see, Donald, times have changed. When I first came into this great profession of ours it was full of headmasters who were white-haired old gents, distant autocrats in charge of raw beginners. With a much more mature teaching force we must evolve a style of management that is in accord with the times. That is why I have created the largest senior management team in the county, 39 people, a formidable fighting outfit totally dedicated to the successful running of this school. Now are you telling me that my concept of management by all is a bad one?"

"No, headmaster. It's just that I was a bit disappointed at not being a member of the senior management team myself. After all, when I knew that 39 people were going to be in the team I thought I must have a pretty good chance."

"Well, of course, management by all does not literally mean that absolutely everybody must be among the magic 39."

"But that's my whole point, headmaster. There are only 40 of us on the staff. I feel humiliated being the only person not in the senior management team. I mean, did it have anything to do with the staff handbook incident?"

"Look Donald, of course I knew that you were the person who wrote *Argentine Ministry of Information* in felt-tipped pen across the front cover of the staffroom reference copy, but I am not a man who bears a grudge for very long."

"I had hoped for one of the deputy headships, originally, especially after I got my MEd and came top of the county course for potential deputy heads."

"Yes, but you must not be over-ambitious David, not everyone can be a deputy head in the new structure."

"Headmaster, there are 16 of them. I knew that I stood no chance for Deputy Head (Curriculum) or Deputy Head (Pastoral Care) but when I did the London Marathon in two and a half hours I thought I must be a certainty for Deputy Head (Staff Joggling)."

"Are you saying that Sanderson is not a good choice for the post?"

"But he's 19 stone and he's never run for a bus. In any case he retires next year. I thought at least I might be considered for one of the head of year group jobs, and why was Mr Appleby preferred to me as staff form coordinator?"

"Mrs Appleby is highly respected by the older children, Donald, you must know, and she deserves a post which fully utilizes her talent and energy."

"But we don't even have a sixth form. We're an 11-16 comprehensive."

"The future, Donald, we must look to the future. Who said that education was a vision of the future, wasn't it Alvin Toffler?"

"Did he also say why we have had such bizarre heads of department posts?"

"Bizarro? I don't understand. All schools have heads of department."

"Yes, but who else has a Head of Hidden Curriculum?"

"All the HMI reports say that the hidden curriculum is important, and I am sure that Brathwaite will do an excellent job."

"But that's because he's pretty hidden himself. He takes three days off every time he has a carpet laid."

"Look Donald, I can understand your bitterness at being the only person not in the senior management team, but don't you see that you have been hand-picked for a very special role next year?"

"I don't understand, headmaster. For management by all to be effective there has to be someone who is actually managed. I've been grooming you for this, Donald. You are the key person in my new plan. You are what I call the manager. Keep your nose clean and it could become a scale 4, provided the senior management team agrees, of course."

# THE TIMES Educational Supplement

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## DES considers proposals to change criteria for assisted places admissions

# Voucher scheme a step nearer

by Biddy Passmore

A plan to extend the Government's contentious Assisted Places Scheme is under consideration within the DES.

The idea is seen in some quarters as the first move towards the introduction of a scheme under which parents would be able to take a teacher representing the cost of a site school place to the school of their choice. At present children can only win an assisted place on merit but that criterion could be changed.

"At the moment it's a scholarship scheme for able children," Dr Boyson said this week. "Parental choice should not be restricted to bright children. A straightforward extension of the present scheme would mean the average

and below average still wouldn't get into the independent schools of their choice."

An extension of the scheme is one of a number of proposals for extending choice now circulating within the DES. Another is a system of grants to help parents set up their own schools, similar to schemes operated in Denmark and Holland.

Dr Boyson was the first education minister to refer openly to these plans when he spoke to Dover and Deal Conservatives last Friday. On vouchers, he said they would have to be cashable at any school, not just i.e.a. schools.

If that reflects Government think-

ing, the introduction of a voucher scheme, even in a single local authority, would be very expensive. A feasibility study conducted for Kent in 1977 found that a scheme in the Ashford division would cost about £1m if it were extended to independent schools.

It is not clear when ministers will decide which option to pursue. So far discussions have taken the form of long seminars involving ministers and officials, with no set deadline in sight. But Sir Keith Joseph, the Education Secretary, is thought to be anxious to have some plans to put to his Cabinet colleagues in the autumn.

His aim is to get some kind of commitment on parental choice inserted into the next Manifesto. But a commitment to introduce vouchers would certainly cause a storm of protest from left wing Conservatives. Mr Edward Heath, the former leader, told a fringe meeting at last year's party conference that it would "split the Conservative Party from top to bottom and alienate the whole of the teaching profession".

And this week Mr Christopher Patten, a leading back bench "wet", condemned the voucher in *The Times* as "theoretically interesting, practically hopeless". He added: "It is about time that it was allowed to crawl off into a corner and pass away in peace and quiet."

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## Young staff taking a breather from class

by Nick Wood

Young teachers, especially women, are taking more short breaks from school, possibly because of greater stress in the classroom, according to a survey published last week. In two of three schools studied, the frequency of short-term absence (from half a day to three days) nearly doubled from 1976 to 1981.

Long-term absences hardly changed but overall women teachers under 30 and over 45 were away from school considerably more often than men.

Repeated breaks from the classroom also rose sharply. In the same two schools, the number of teachers absent at least four times a year rose fourfold to include roughly a quarter of the total staff.

Six secondary schools in two local education authorities were included in the survey, which was carried out by Mr Humphrey Bushford, a retired headmaster, and staff at the University of York. It was commissioned by the Centre for the Study of Comprehensive Schools.

"There are some indications of a possible link between increasing stress and days away from school, particularly among younger women teachers," Mr Bushford comments.

"They (the results) certainly confirm statistics about the more frequent absences of younger teachers, and particularly younger women teachers."

Reasons for absence were varied. Mother-in-law trouble, malaria, being snowbound, and death of a child were cited, along with the more mundane colds and bouts of the flu.

Mr Bushford also interviewed 10 young teachers about the causes of stress at work. Discipline problems compounded by a lack of support from senior staff were responsible for a "strong sense of helplessness among most of the group".

Some said they would leave teaching if another job came up.

Head teachers, heads of department and subject advisers were all criticised by young teachers for not giving support, encouragement and feedback on their progress.

"The areas of stress which the group felt to be most prominent for them were involved with their relationships with colleagues and children. In terms of discipline and control and their professional development or value as teachers", the survey says.

## This week

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Figure: Judith Passmore/Network

## Top ILEA jobs filled

by Sarah Bayliss

Appointments to top jobs at the Inner London Education Authority mean a new post for Mrs Molly Hattersley, former president of the Secondary Heads Association.

Mrs Hattersley, 51, head of Creighton school in the London borough of Haringey, moves to a third-tier job as assistant education officer with special responsibility for teaching staff.

The job carries a salary of between £20,947 and £21,855. Mrs Hattersley takes up her position next January.

"The deputy education officer for schools - a post which fell vacant after Mr Bill Stubbs was promoted to replace Mr Peter Nysman, the education officer - will be Mr Peter Coleman, 45, current under secretary for education at the Association of Metropolitan Authorities."

The deputy education officer for further and higher education - a post vacated by Mr John Bevan, secretary of the new body for public sector higher education - will be Philip Hingle, 41, formerly the ILEA's principle administrative officer for resources.

## PAT on the back

Sir Keith Joseph, the Education Secretary, manages a smile at the annual conference of the Professional Association of Teachers at Avery Hill College in south London, this week.

At the conference the 22,400-strong association decisively rejected a motion which would have committed its members to taking on the role of strike-breaking during teachers' industrial disputes.

Only seven delegates voted in favour of the move as speaker after speaker had claimed it would be "suicidal" to pass the motion.

Mr Dan Hussey, from Humberdale, said: "Our colleagues don't lightly take militant action. For them it is a matter of wrestling with their consciences and we dare not presume to set ourselves up in judgment on them."

Mr Colin Leicester, president and joint founder of PAT, told delegates that they should pass the motion. PAT conference report, page 5.

## A technical hitch mixes up the males...

"To help me decide your place of residence for the purpose of reoccupancy, I should be grateful if you would advise me of the reason why you moved to Oxfordshire from Warwickshire," said the letter from Mr A J Stewart of West Oxfordshire Technical College.

"A normal enough letter, perhaps, but it was sent to Oxfordshire's chief education officer Mr Tim Brigshaw, who had never lived in Warwickshire and had no intention of taking a course."

Being a courteous fellow, Mr Brigshaw sent a civil reply. He was sure there was a good reason for seeking information on his move to Oxfordshire, he said, although he was previously resident in Buckinghamshire, not Warwickshire.

As for the reason for his move - well, Mr Stewart might have read somewhere that he had been appointed to a post in local government in Oxfordshire.

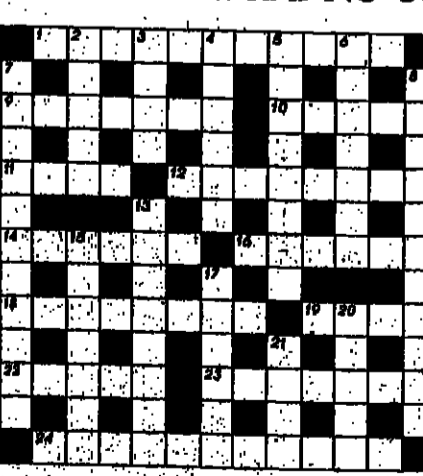
Then, drawing himself up to his full professional height, he reminded Mr Stewart that he had some working knowledge of the Education (Awards to Which Pupils Belong) Regulations 1980 and thought he should be treated as an Oxfordshire resident for any course which he might undertake in 1982-83. Mr Stewart would no doubt be able to refresh his memory about the title of the course for which he had applied.

Mr Stewart took the reproach like a man. Apologizing for his "unfortunate error", he wrote and said the letter should have gone to a student wishing to enrol on the college's Stud and Stable course. His secretary was trying out an electronic typewriter which, as Mr Brigshaw was no doubt aware, enabled one to pre-programme the names and addresses of regular correspondents.

But the typewriter had not stopped there. Mr Stewart's letter continued: "After checking my file copies of letters sent out on the same day I am hastily trying to recover a letter to the chief executive officer confirming his absence on maternity leave."

## TES Crossword No 60

by Rufus



### Down

- 1 Nitro treated like nitrogen (5)
- 3 Inordinately vain man (7)
- 4 After a drive he walks (6)
- 5 After getting in the bears they went round (7)
- 6 Can't see a change from work (7)
- 7 Dark glass shade (5,5)
- 8 Regular in the sea (6)
- 13 An apartment, indeed, needs air (8)
- 15 Millionaire's best? (7)
- 17 Victory was spilt by his (6)
- 20 General rule to be observed in a capital (5)
- 21 Be mother for the French (4)

### Across

- 1 A custom that suits many a housewife (5,5)
- 2 What a worker might assume is the highest (7)
- 10 Black night (5)
- 11 Drinks to the return of a good man (6)
- 12 He's willing to let others succeed (8)
- 14 Attacked the copper with a fork (6)
- 16 The end is out to break the argument (9)
- 18 It goes round, in fact shows round (8)
- 19 What a band leader redeclares (4)
- 22 Insist on having things your right (5)
- 23 She's a bit of a conundrum was amusing (7)
- 24 A reminder of that ringer bell? (7,5)

TES Crossword No 60 by Rufus



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## A few more turns of the screw

The latest instalment of MSC programmes, the merger of the Community Enterprise Programme with a new £150m "Community Programme" aimed at the long-term unemployed, marks a move away from training towards job-creation.

Anyone may be forgiven for finding the succession of events difficult to keep up with: The MSC shuffles its acronyms like a pack of cards, dealing a new set with every upward twist of the unemployment spiral. What has this week been approved is a scheme designed to remove from the unemployment register another 100,000 or so of the adults who have been out of work for a year or more (the definition of "long-term" unemployment).

The relationship with the present Community Enterprise Programme is important, as is the change of emphasis which is now apparent. The CEP provided 30,000 places, with priority for young people aged 18-24, unemployed for six months or more. For them, payment has been at union rates, going up to nearly £90 a week.

Not all CEP projects have included a formal training element, but this was changing. The MSC had begun to encourage - and pay for - more and more sponsors to make organized training available in the attempt to increase the chances of CEP "graduates" getting ordinary employment.

Henceforward, there will be no separate CEP with priority for the 18-24s, nor will there be any formal commitment to training. The local authorities - and in particular, the Association of Metropolitan Authorities - have reached agreement with the Government that the money available for this scheme should be handed over to them with as few strings as possible so that they can get on with the task of creating 130,000 full and part time jobs. The average payment will be £60 a head. Some, as in

the present CEP, will get more; others, working fewer hours, will get less.

The likelihood is that local authorities, who will sponsor two thirds of the projects, will give priority to middle-aged family men and women; the former beneficiaries of the Community Enterprise Programme are probably going to be the losers, and attempts to improve their training will be set back.

The TUC representatives have attacked the scheme, but they are under pressure from Labour leaders in the major metropolitan authorities. It is obviously right to pay attention to what they are saying because the creation of the necessary number of places depends on their good will and zeal as sponsors. All the big Labour-controlled cities want to make as much political capital as they can out of their special schemes for unemployment, with the main emphasis going on job creation, not training.

It is now up to the MSC to devise ways of grafting longer-term plans for up-grading skills on to these stop-gap measures, and these will undoubtedly depend on finding funds.

Behind all this, however, there are more sinister suggestions that the education and training interests within the local government lobby are being pushed to one side.

Symptomatic of this may be the nomination of Mr Roy Thwaites from South Yorkshire (who is not a member of an education authority) as the AMA's representative on the national supervisory board for New Training Initiative. He is the AMA's representative on the Manpower Services Commission so he is no newcomer on the scene, but this new body takes over from the Special Programme Board, where the AMA's normal practice (and that of other bodies) has been to nominate someone with strong educational connexions. As the NTI is even more concerned with education and training than was the Youth Opportunities

Programme, this seems a strange change.

In the Association of Metropolitan Authorities there is also the question of a successor for Mr Jack Springett, the education officer. Mr Springett and now his colleague, Mr Peter Coleman, are both about to depart in the autumn. But so far the education officer's job, and a similar job relating to housing, have been frozen while the AMA's top policy group examines the senior staff structure.

Some of the leaders of the AMA lean to what might be called the chief executives' view that no specialist education officer is necessary. It is noted (with a certain relish) that this would further weaken the association's education committee and thus emphasize the corporate interests of local government. Wisely, it seems, the job is now to be filled.

This is, of course, only the latest episode in a lengthy contest which is of the greatest significance for all who concern themselves with the education service. Ever since local government reorganization and the elimination of the Association of Education Committees, the leaders of the local government associations have been determined to prevent the emergence of any strong voice for education within the local authority organizations. The Council of Local Education Authorities has been ineffective and unable to speak with conviction or authority. It would be even less influential without experienced staff within the constituent local authority associations.

The weaker education's voice in the local authorities, the stronger is the case for a more assertive Secretary of State and a change in the financial mechanism. CLEA did its local government duty and served up its attack on an education block grant at its annual meeting. But who wants to defend the autonomy of local education authorities if the position of education in local government is steadily undermined?

### Sidelight

## Learning to win the exam game - Eton-style

The inability of state schools to prepare their pupils for the Oxford and Cambridge entrance examination as thoroughly as the top independent schools was again thrown into sharp focus last week when 120 sixth formers from maintained schools in four home counties finished a 10-day enrichment course at Eton to supplement their normal school work for the Oxbridge exam.

The heavily over-subscribed course was taught by Eton masters, assisted by 11 teachers from maintained schools and nine university lecturers. It was almost entirely funded by the Manifold Trust, a charity.

The success of the course for the children is undisputed. The stimulation of working well late at night with pupils of similar ability in small subject groups, supplemented by lectures from teachers, who in at least one case actually wrote their A level texts, delighted the sixth formers, as did of course the Eton surroundings and facilities.

The course was not a typical 10 days at Eton. It was far more intensive, and the informality, with Eton masters being called by their first names, is not repeated in term time.

While the pupils' awe at the Eton facilities did not on closer questioning show that state schools were impoverished when it came to equipment (the squash and fives courts were cited as the main differences in most cases), it was extremely disturbing for the pupils to realize how starved they were of books.



But enriching and useful as such a course might be at any time, it only came into being because the Oxbridge exam is still hopelessly biased towards public school pupils a majority of whom take it in their seventh term of sixth form work, as opposed to state school pupils a majority of whom still largely try for a place in the fourth term.

Both Oxford and Cambridge, as reported in *The TES*, have been toying with changes to their entrance procedures - changing the timing of the exam and reducing the number of papers - to attract more state school pupils. In the event they decided against changing the timing, but both hope to set fewer papers.

Mr Hew Strachan, admissions tutor at Corpus Christi College, Cambridge, who attended the course, insisted afterwards that the Oxbridge entrance was designed to test potential rather than achievement. This was how it differed from A levels. He also put weight on the fact that the people who would be teaching the students did the marking.

"The great tragedy with the exam at the moment is this split between the fourth and seventh terms. A fourth term candidate, especially in the arts, is at a big disadvantage. He added that while both Oxford and Cambridge were acutely aware of the need to attract pupils from maintained schools, they were giving conditional offers and placing more reliance on interviews, the schools themselves were much more cautious about putting forward candidates than the independent schools.

There is clearly scope for many more courses of this sort bringing together pupils and teachers in an academically stimulating environment; indeed the Inner London Education Authority has built up a reputation for its own enrichment courses.

There is a need too for the Oxford and Cambridge admissions notes to continue their efforts to make their entrance procedures fairer, and to attract a more realistic proportion of able maintained school children.

David Lester

## Swann committee salvage act settles on pilot racism study

by Diane Spencer

A pilot study to look at ways of finding out how racism in schools affects black pupils' performance will probably be started in the autumn.

This was one of the options discussed at last week's meeting of the Swann committee investigating the education of ethnic minority children.

The study will be carried out by Dr Peter Mortimore, director of research at the Inner London Education Authority. His original proposal of looking into factors contributing to black children's exam success was dropped recently because of strong opposition from the black community.

Critics felt that his research design placed too much emphasis on the home background and personal characteristics of the children and not enough on the workings of the institutions themselves. They also thought that as it was the only research commissioned by Swann it would detract from the interim report's emphasis on black underachievement and racism.

But the committee felt that something must be salvaged. Dr Mortimore had already been commissioned, a contract signed and a teacher to act as a research assistant seconded from school for a year. The whole project would have cost £78,000, as it was to have been extended to Birmingham and Bradford.

Dr Mortimore said this week that a topic such as racism would "be hideously difficult to address", and it would therefore be right to conduct a pilot study first.

Dr James Cornford, director of the Nuffield Foundation and chairman of the research sub-committee on Swann, said a topic dealing with allegations of racism among teachers would be as sensitive and unpopular as looking at the home background of West Indians. A lot of discussion with the parties concerned would take place before anything was set up. Nothing had been finally decided.

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## Solihull refuses to cooperate on appeals

by Sarah Bayliss

Cooperative-controlled Solihull is refusing to supply Sir Keith Joseph, the Education Secretary, with details about the allocation of places in secondary schools, which have been the subject of local appeals.

Sir Keith told the authority to conform with his request under the 1944 Education Act but he has not done so.

Solihull is the third authority where parents dissatisfied with the decisions of local appeals are known to have taken their grievances to Sir Keith. But it is the first authority to challenge directly his legal right to investigate.

Two Labour authorities, Rotham and Calderdale have reluctantly supplied the DES with their evidence on about a dozen cases. Neither authority has received any information about Sir Keith's progress on the complaints.

In all the cases Sir Keith has told the councils he is preparing to investigate the parents' grievances as complaints under Sections 68 and 99 of the 1944 Education Act.

Solihull is challenging the legality of treating the cases as formal complaints. "We believe the Education Secretary is seeking to review the merits of the appeals committee decisions and we are not satisfied that he has the legal power to do so," said Mr Stephen Wadsworth, Solihull's assistant town clerk.

At least four parents from the suburb of Knowle have asked Sir Keith to investigate the cases of their children who have been refused places at the Aiden comprehensive, their local secondary school, from September.

Mr Gordon Roberts, vice-chairman of the education committee, said this week: "We feel very strongly about this. Having set up an appeals committee procedure, most of our decisions were binding. It would be totally unfair and wrong for the Ministry to intervene."

## Unions join forces to fight for jobs

by Richard Garner

Sefton education authority is attempting to axe jobs as a result of the teachers' 6 per cent pay award.

The Tory-controlled council has followed the example of Devon education authority by stating that the pay award could cost between 34 and 45 jobs.

The council has also announced that it will fill only 76 of the 89 teaching vacancies that existed in Sefton schools at the end of the summer term - and teachers claim the decision has been left too late to allow the appointments to be made before the beginning of next term.

Five teachers' organizations have declared a collective dispute. They are the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, the Assistant Masters and Mistresses Association, the Secondary Heads Association and the National Association of Head Teachers.

Mr Jim McEvoy secretary of the joint teachers' committee, which represents all but the NAET, criticized the council for leaving the 89 posts unfilled.

"In one school, sixth-formers going away at the end of the summer term don't know whether they would have a teacher for the second year of their A level sociology course," he said.

Mr Keith Robinson, Sefton's chief education officer, said that - where the decision had been taken to fill a vacant post - that post could be covered by a temporary teacher from the beginning of next term.

He added that the authority had budgeted for a 4 per cent salary rise in accordance with government cash limits but was not seeking to meet the entire cost of the extra 4 per cent from cuts. The authority had agreed to put 500,000 into the education budget.

Labour councillors, in conjunction with the Social Democrats, have called for a special council meeting to discuss the situation. It was due to be held yesterday evening.

## Boyson meeting heals breach with Council

The breach between the Government and the Schools Council seems to have been partly healed after a cordial meeting between Council members and Dr Rhodes Boyson, junior education minister, at the DES last week.

The Council now appears effectively to have bowed to the Government's determination to press ahead with a separate, nominated Examinations Council. But members are still fighting for the heart of the existing Schools Council to be preserved in the other body - the School Curriculum Development Council - and for the two bodies to be closely linked.

However, although members of the Council emerged from last week's meeting encouraged by the Government's attitude, it is thought unlikely that ministers will agree to the continuation of the Council in any form.

They had been obliged to meet Dr Boyson after Sir Keith Joseph, the Education Secretary, had refused to meet them himself. But they found his junior minister in a flexible mood and were surprised by his statement that the Government believed that curriculum preceded exams.

During the meeting, Mr Peter Horton, chairman of Sheffield's education committee and a representative of the Association of Metropolitan Authorities on the council, said he welcomed the new independent committee to coordinate exams. But he stressed that any new body dealing with the curriculum should maintain the essence of what the Schools Council was doing. It would be ridiculous, he said, to make existing staff redundant just to replace them with others to do the same work.

By contrast university departments of education will have only 250 fewer places than expected for intending secondary teachers.

An effect of the distribution of teacher training places will be to reduce the BED degree almost exclusively to a primary teacher's qualification.

The disparity in treatment between universities and the public sector will fuel the animosity already felt in colleges and polytechnics.

Sir Keith Joseph's argument that his policy of increasing PGCE output at the expense of the BED would ensure a bigger flow of graduate specialists into the schools was dismissed as "political prejudice" by Miss Jean Bocooc, higher education secretary of the lecturers' union, NATFHE.

In a letter to Dr Clifford Butler, chairman of ACSET, Sir Keith says he finds the committee's recommendations on primary training numbers quite acceptable. These envisage a big increase in primary teachers from the graduate route to cope with the increase in the primary rolls, expected from 1986.

But on secondary numbers Sir Keith differs from his committee. To strengthen subject expertise in secondary schools he proposes a significant reduction in BED provision - 1,750 rather than the 2,250 places suggested by ACSET, or 35 per cent lower than the 1981 intake.

Because of the buoyant recruitment to PGCE courses in recent years these must also be cut, Sir Keith says. He proposes a 25 per cent cut instead of the 20 per cent suggested by the committee.



Bidding was brisk last week when a former private school was sold off in toto - from the school bell to the last piece of chalk. Representatives from local schools and parent teacher associations paid over £4,000 for the contents of Pendrecombe School, Launceston, a mixed day school. The sale, by joint auctioneers Cowlls and Kiltens, included a full range of educational equipment, from 115 desks to a box of school ties, from textbooks to lab equipment, and from maths cards to the late headmaster's gown.

## The numbers game is bad for colleges

by Bert Lodge

Colleges and polytechnics, many already seriously under-subscribed, learnt this week they had been allocated 1,200 fewer secondary teacher training places for each of the next three years than the Government's advisory committee (ACSET) recommended.

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## Comment

### Leeds' gain is Joseph's loss

Leeds University's coup in securing Dr Edward Parkes as the next vice-chancellor must be excellent news for both the university and Dr Parkes, bad news for the Department of Education and Science, but pretty mixed for the Salfords and Astons of this world. The effects on the University Grants Committee itself of losing its chairman, at what is still a very critical time for the whole university system, cannot be measured until the DES has completed its search for a successor.

So far as Leeds was concerned, the task the selectors set themselves was to find someone of sufficient national importance to follow Lord Boyle and, in the words of the Acting Vice-Chancellor, Professor William Walsh, "an individual of outstanding achievement in his own subject with intimate knowledge of universities and government."

They could hardly have gone to anyone better equipped than the UGC chairman to meet that last requirement and it is a fair guess that nobody could be more heartily relieved than the current chairman to distance himself a little from the intricacies of government. Even the close relationship with the other universities will seem warmer when it is no longer a bond between target and marksmen. Dr Parkes' double-sided triumph and disaster has been that he has made a splendid job of the DEB's dirty work. The Government should be particularly heavy on the university system at a disastrous time, and it is time when the demand for university education was rising to a peak.

The cut in student numbers was delivered by the UGC with a speed and efficiency rare in the education service; and the cuts in the universities themselves were masterminded by the network of UGC sub-committees under Parkes's direction in a way designed to preserve standards and quality and minimise disorder and inefficiency.

It was inevitable that some of the decisions should be wrong and many of them heavily criticised, but Parkes defended them on all fronts, performing skilfully in front of the Select Committee and holding his officers' and team together when critics were buying for resignations. Would the universities have been saved intact if the UGC had resigned and refused to advise on cuts? Dr Parkes was probably right in his view that the exercise would have been far more arbitrary and cruel if left to the DES.

Where he failed was on the public relations side. A closed government and committee man by instinct and experience, he might have got wider support and understanding for his exercise if he had been more open, sooner, about its nature and the criteria which were being applied.

The operation isn't through yet, of course, and there is no disguising the disappointment at the DES that Edward Parkes will not be there to carry the baton for them for another two or three years.

He was a large man with an awesome flow of eloquence, a brilliant teacher of history, an administrator of great ability, who played a leading part in the affairs of the independent schools as a whole.

A member of the Fleming Committee set up at the end of the war by R. A. Butler, Birley was an enthusiastic supporter of the idea of sending more children from local primary schools on to public schools with i.e.a. bursaries. It was a forlorn hope, but he was a genuine liberal who disliked the exclusive nature of the public schools. He was also an unregenerate defender of independence.

His post-war assignment in occupied Germany, helping to reconstruct the German schools and universities after the fall of the Third Reich, gave him the chance to exercise his talents on a wider scale, and to prove himself a diplomat as well as an educator who could understand and win the respect of professional colleagues in strange and difficult circumstances.

In the view of many, however, the summit of his career came in 1964 when he went as professor of education at Witwatersrand University in South Africa, wearing his liberal credentials on his sleeve, and maintaining a one-man resistance movement of his own. Whatever anyone may now think of sporting or other links with South Africa, Birley used his opportunity to bear his own witness there and thereafter.

## Great head, great liberal

The death of Sir Robert Birley at the age of 79, removes one of the major figures of the post-second world war educational scene. Birley was one of the handful of "great" public school masters of recent years. In 1955 he became headmaster of Charterhouse at the age of 25 and at Eton in 1949.

## No Comment

Teacher: A=1, B=2, C=3, D=4, E=5, F=6, G=7, H=8, I=9, J=10, K=11, L=12, M=13, N=14, O=15, P=16, Q=17, R=18, S=19, T=20, U=21, V=22, W=23, X=24, Y=25, Z=26.  
CORD solves 3-15+18=40.  
Find the highest scoring four-letter word that you can.  
See who is the class champion.  
From "Puzzlemaths 1" published by Macmillan.

# Platform

Children are starting school younger all over Europe. One of the less heralded aspects of modern European educational reform is that formal schooling is starting earlier than ever before. Moreover, the trend is downwards. Not only is this the case in countries like the Netherlands and Belgium, where the age of entry is actually being lowered, but it is also the *de facto* situation in many countries, like Ireland, where the statutory age may be six, but where every child over the age of four is actually in a school.

On its own, this may seem a startling development that calls for some explanation, yet it has come upon us almost by stealth. This article tries to determine why it has happened.



Problem of fit: pre-school does not slot easily into formal education

### Willem van der Eyken considers how far early teaching meets the needs of children and families

## Europe's changing pre-school pattern

The first important reason is that pre-school education, from being a hand-wagon fad in the sixties, has become an educational fact of life. Of the 21 nations that comprise the unwieldy-sounding Council for Cultural Cooperation (add Switzerland and the Holy See and you have the Council of Europe), nearly all cater for at least half the children in the age range just prior to the official school attendance age. That is to say, in the decade just past, nearly all of these countries have made significant advances in provision for children one or two years younger than the age at which they are officially required to attend school.

Many countries have done much more than that. Some, like France, Belgium and Holland, have for years had a highly developed pre-school sector. Others, like Denmark or the Federal Republic of Germany, have virtually doubled their provision during the seventies. And even unlikely candidates like Iceland, Lichtenstein, Portugal or Turkey have begun to move in the direction of national systems of pre-schooling.

The reason for these rapid developments has little to do with educational thinking but much with electoral demand. The women's movement, the crippling rise in inflation rates which has hit family incomes, the fact that it is now almost impossible for one breadwinner to maintain an entire family on a single income creating a desperate demand for more day care for children so that women as well as men can go out to work, have been the main spur. But there are other, more subtle pressures that have transformed what was once an enthusiasm of the few into the demands of the many. There is the paradox that in a continent which has seen a steady and

inexorable decline in the birthrate for virtually all industrialized nations (with the notable exception of Ireland), aspirations of families for their children have risen correspondingly. Given that there are now, statistically, fewer than two children per household, the hopes and demands of those families for those children is high. They want not only good primary education, but nursery education as well. Moreover, they want the early experiences gained in pre-schooling to carry over into the formal stages of education. Here they face a difficulty, which the European countries rather intelligently describe as "the vertical continuity" problem. It is simply that the ambience, the approach of the nursery school, is not immediately translatable into

good scholastic results in primary schooling. It is true that nursery education makes a difference. In a classic piece of research on the outskirts of Paris, it was shown that children who had attended nursery schooling were held back in primary education rather less than those who had not. But the differences were not very large, and even among those who had come from nursery schools, there were a considerable number who struggled. To educational administrators, such findings were a serious blow. Having spent increasingly rare funds on providing nursery education, in the long hope that this would make primary education more "cost-effective", they found that the mechanism simply did not work.

The immediate administrative response has been to combine the pre-school and primary school sectors into a single "basic" education, as Holland and Belgium are busy doing at the moment. By next year, in both cases, there will be a reduction in the starting age of formal education. But there is an even greater pressure on them to go further. If the early years of childhood offer a choice to parents either to send their children to nursery school or not, and if, at the same time, 90 per cent of the country decide that their children will attend such provision, then in the interests of egalitarianism, there is a lobby for pressing that the whole area of pre-schooling should become statutory as well.

Behind these developments there

lies, largely unspoken but nevertheless strongly felt, a continuing belief that education can, somehow, compensate for society. Continentals have not read their Bernstein very thoroughly. They retain an unshakable faith in the ability of schools, and school systems to overcome basic social inequalities in housing, job opportunities and earnings.

At the same time, and somewhat illogically, they retain a belief in the home, do-it-yourself format of nursery education itself, wishing to leave untrammelled the basic child-centred approach of the nursery school, while at the same time wanting to foster a greater academic achievement in the primary sector. Slamming the two together, and hoping that such an integration will somehow result in a continuity of the educational process that will iron out any hiccups in that progress, seems a somewhat drastic attempt at a solution.

The "missing link" of all such developments is the family itself. Most Continental systems are strongly centralized, heavily bureaucratic, and somewhat inflexible. They do not appear to have asked themselves why it is that children, who very much enjoy their nursery years, find entry into formal school beset by difficulties, and that having been used to a free and on the whole child-oriented environment, they have problems coping with a much more rigid, formal style of schooling.

Teachers in the two sectors are often trained quite differently, employed on different contracts, segregated professionally. More than that, parents play only a marginal role in the whole process. No doubt they, like ourselves, could learn a good deal from the results of experiments like the Haringey reading experiment, conducted by the Thomas Coram research unit. Here, young-ster whose parents heard them read in their own homes twice a week improved their reading skills to a much larger extent than those taught only by teachers in school, even when specialists were employed.

In the end, children live, grow up and take their cues from the families who

appoint them to senior positions.

For Scale 4 posts the ratio of male to female applicants was nearly 2:1; for posts above Scale 4 the ratio was greater than 2:1.

In ILEA's primary sector last year, the teaching force was about 8,400-strong and 80 per cent of female. But only 54 per cent of deputy heads and 62 per cent of deputy heads were women. Length of service did not appear to improve women's chances.

In secondary schools the imbalance was less marked, but still noticeable. Out of 10,000 staff, half were women but only 40 per cent of heads and 43 per cent of deputy heads were women. Greater average length of service among men appeared to be partly responsible for their over-representation in senior jobs.

The survey report concludes: "It could be argued that the lower proportion of women applicants for senior posts suggests that women are less motivated towards seeking promotion, perhaps due to a greater burden of domestic responsibilities. Equally it could be argued that the data suggests that many women teachers feel less confident about their chances of success in obtaining promotion and are therefore reluctant to apply."

The majority of Labour voters disagree with their party's policy of abolishing fee-paying schools, according to the latest opinion poll commissioned by the Independent Schools Information Service. The survey, conducted by MORI, found that 76 per cent of the British public would not like to see independent schools abolished. Surprisingly, the heaviest opposition was from 54 per cent of Labour voters and 54 per cent of Labour voters also against the plan. Comprehensive schools, however, appear to have as much public support as fee-paying schools, for 75 per cent of the 2,000 voters interviewed said they would be opposed to their abolition.

## Women loth to apply for promotion

by Sarah Bayliss

A study of women teachers' attitudes towards promotion is to be carried out by the Inner London Education Authority after a statistical survey revealed that only a small proportion of them apply for top jobs.

The survey established that those who do apply stand a marginally better chance of success than men. "The trouble is that few women apply and I believe it should be the responsibility of this authority to encourage them to apply," said Mrs Frances Morrell, deputy leader of ILEA and chairman of the schools subcommittee.

"Not enough women get promotion, although they are every bit as qualified as their male counterparts; it may be a question of confidence, it may be a question of mobility; we have to find out."

Mrs Morrell, who has requested the follow-up study on women's attitudes, particularly wants to establish why fewer women than men take up training opportunities, such as short courses, which boost promotion prospects.

The statistical survey shows the imbalance between men and women at the top begins with applications for Scale 3 posts. From then onwards the more senior the post, the less likely women are to apply.

An analysis of last year's applications reveals that while women in Scale 2 posts outnumbered men, men outnumbered women by 3:2 in applying for Scale 3 jobs. As a result of the survey, Mrs Morrell has appointed to senior positions.

Mr Ian Mitchell Lambert, the association's press secretary, said: "We may like to work slowly towards the eradication of racism. But my wife is black and my stepson is black and they haven't got an awful lot of time because day in and day out they have to put up with people making patronizing, and sometimes unkind, statements."

However, a motion calling for mother tongue teaching to be made available to ethnic groups was defeated. Mrs Vera Darby, from Wrexham, opposing the motion, argued it would lead to an "intellectual apartheid" and put an enormous strain on some schools.

Mr Henderson challenged Mr Jarvis "to find the 119,000 members of the NUT who do want to turn a very distinguished union into a political rather than educational union."

Mr Henderson warned the conference, however, that "to conceive a rancour during times of dispute will be to nurture resentment during times of peace".

He had been described as "left of centre" and added that he was a "unilateralist" and "anti-Common Market" but said these beliefs "have no part whatsoever in my position as PAT chairman".

Of the NUT conference's decision to back unilateral disarmament, he said: "It is tragic that so small a proportion of the teaching profession can bring so great a union into dispute."

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## Final curtain urged for pay pantomime

A new system for negotiating teachers' salaries was called for by Mr Peter Dawson, general secretary of the Professional Association of Teachers, at his union's annual conference yesterday.

Mr Dawson said the system should incorporate the principle that, in any dispute referred to arbitration, the arbitrator should have only one choice - to settle upon the claim or the offer.

"The effect of such a system would be to make both claims and offers more realistic. The high claim/low offer pantomime would no longer have its regular annual showing at the City of Burnham Varieties."

He added: "If the system I am recommending had applied this year, teachers would not have asked for 12 per cent, the local authorities would not have offered 3.4 per cent in

England and Wales and 4 per cent in Scotland, and there would almost certainly have been a swift settlement by the due date on both sides of Hadrian's Wall."

"Was it true, as the teachers' side pretended at the start, that anything less than 12 per cent would mean the teaching force being reduced to beggary? Was it true, as the local authorities' side pretended at the start, that more than 3 1/2 per cent to 4 per cent could not be found under any circumstances?"

The answer was "no" and the reason the figures were paraded was because of the common practice among arbitrators to split the difference between claim and offer.

Mr Dawson said that the Burnham committee, which negotiates teachers' pay, had to mend its ways. He attacked the way it operated

and added: "Let me repeat what I have been saying ever since our first Burnham attendance in January last year: There must be a better way for mature adults to conduct their affairs."

Earlier, delegates had agreed to call on Sir Keith Joseph, the Education Secretary, to introduce legislation to allow teachers' conditions of service currently excluded from Burnham discussions - to be looked at within a statutory framework.

At present these are negotiated in the school teachers' committee of the Council of Local Education Authorities, from which PAT has been excluded by the teachers' organizations.

Mr Dawson also warned the conference that - while most children were "generous, outgoing and extremely compassionate" for most of the time - "a few were positively disposed to doing what is evil".

They were dedicated to "hurting those around them: to causing persistent disruption: to reducing their teachers to nervous wrecks: to smashing and burning and destroying schools".

He concluded: "The naive suggestion that their behaviour has to do with lessons not being interesting enough would be laughable if it were not so insulting. There are some children who have no intention of being interested in anything whatsoever a school offers."

"Their potential for evil has become highly developed as a result of influences outside school. In the interests of all, they must be exercised - by which I mean they must be taken out of ordinary schools and dealt with in a special way."

A move to urge the government to introduce legislation to make it mandatory for local education authorities to provide nursery education for three to five-year-olds was defeated after Miss Sue Gollup, a headmistress from Harlow, Essex, said: "The right place for a child aged three to be is at home with its mother."

Local education authorities should make decisions on educational rather than political grounds, delegates decided. Mr Colin Eatherinton, an unemployed teacher from Cleveland, said that educational continuity was important in a system where there were bandwagons, fads and fashions.

All staff engaged in training teachers should be obliged to spend one year in six teaching in school, delegates decided. They threw out an amendment suggesting they should spend one day a week in school.

Delegates backed a call for the removal of incompetent teachers from the profession if attempts to help them improve their standards have failed. They threw out a more hard-hitting motion urging them to "flush" incompetent teachers out of the classroom.

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## In brief

### Rights campaign

Delegates voted by 76 to 68 in favour of a motion calling on the union to work to improve the promotional prospects for women and campaign against discrimination in education.

### Nursery plea

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### Beware fashion

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### In the class

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### Removal backed

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### Packed house of 62 for the Burnham Follies

Peter Dawson, in his speech to conference, painted a vivid picture of the ways, as he saw it, of the Burnham committee.

He said: "Allow me to grant you a glimpse of life within this great parliament of the education system. At enormous expense, 62 members of the Burnham committee gathered together at Riverwalk House in the Vauxhall area of London."

"We began with jolly old Sir John Wordie, the chairman, announcing with a slightly apologetic laugh that he had forgotten to bring his papers. It was an omission of no consequence. The meeting was being held to discuss London allowances to teachers."

Mr Dawson said the dialogue between teachers and management proceeded somewhat along these lines: Teachers' leader: "We all need to take note of what the arbitrator said about our negotiating practices."

Local authorities' leader: "The timing of this meeting is singularly unfortunate. Let's adjourn until the autumn."

Teachers' leader: "The local authorities have known very well for a long time that the London allowance would need to be settled as soon as the London indices were published."

Local authorities' leader: "I suggest we meet again in the middle of October."

Teachers' leader: "We can't wait that long. It must be the middle of September."

Local authorities' leader: "If you agree to the middle of October, we will come intending to settle."

Sir John Wordie: "We can't have this dribbling on over Christmas."

Teachers' leader: "Middle of September."

Sir John Wordie: "This is going to happen every year."

Local authorities' deputy leader: "Could we not leave procedures?"

Sir John Wordie: "What are they?"

Local authorities' deputy leader: "This is becoming silly."

## Jobs threat eased for thousands

DES side said that £394m was necessary. ESSE had warned that 29,000 teachers' jobs would have to disappear by September 1983 unless changes were made in the White Paper plans. The "scare story", as Sir Keith referred to it in the House last week, would be avoided by the £450m. ESSE assumed that under these conditions there would be an orderly run-down of about 11,000 teaching jobs in 1983-84 - the figure Sir Keith says can now be achieved without "large-scale" compulsory redundancies.

In effect, by relaxing the White Paper plans Mr Heseltine has mitigated to the tune of £900m the effects of a big overspend in all services in the current year. The total overspend was expected to be £900m.

Mr Heseltine told local authority leaders at the consultative council on local government finance that he was

being "generous". He recognized that councils needed sensible targets to work towards. "In the real world we cannot expect local authorities to achieve spending levels much below £19.5 billion," he said at a press conference later.

That is certainly the argument he used to win his case in the Cabinet where the Treasury was determined against any changes in plans. It is understood that Mr Heseltine, supported by Sir Keith, asked for £1.2 billion relaxation and got £900m.

The Government has not released figures to illustrate how much in

real terms councils must cut next year. But the local authority associations, which abhor the Government's method of cash planning, estimate the changes mean a real cut of about 2 per cent, compared with a 7 per cent cut implied by the original figures.

Mr Heseltine, announcing the main elements of the rate support grant, which would not normally be published until Christmas, released the formulae which will give every local authority an individual target for next year. All the targets add up to £19.5 billion.

Two basic rules apply. For those councils which are budgeting to meet their targets this year there will be a 5 per cent cash increase in their budgets. For those higher spending authorities which are set to exceed both the Grant Related Expenditure figure and the spending target for this year, 5 per cent cash will be added to whichever is currently the higher target. The GREs will not be allowed to be used as targets next year as they were this year, and for penalties will be much harsher than this year.

In addition to the targets, Mr Heseltine announced three other major changes in the distribution and amount of money the Government

would contribute to local councils in the rate support grant for 1983-84.

● The percentage of current expenditure funded by rate support grant will drop from 56.1 per cent this year to 53 per cent next year. It was 59 per cent in 1981-82.

● The total available for grant will be £11.8 billion next year compared with £11.5 billion this year.

● A £312m penalty on high spenders will go ahead as announced last May but no new penalties will be introduced this year. This is in spite of the £1.5 billion overspend. Councils are reminded, however, that much harsher penalties will be enforced next year.

The Association of County Councils welcomed in principle the reduction in the proportion of spending paid for out of rate support grant, since this increased local accountability. But it warned that it would inevitably lead to higher rates.

Mr John Horrell, chairman of the ACC, condemned the new spending targets. They were unfair on counties, many of which were starting from a low base.

Sir Jack Smart, chairman of the Association of Metropolitan Authorities, said: "Michael Heseltine no doubt expected us to be grateful for what he managed to get out of his Treasury colleagues. The truth is that it is all illusion. We are still faced with unrealistic expenditure targets and unrealistic inflation assumptions."

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# Primary and Pre-school Lack of support forces cancellation of annual Plowden conference

by Virginia Makins

The sixteenth annual Plowden conference has been cancelled. The decision was taken last week, after only 25 people had applied to attend the conference, an annual educational landmark, at Bishop Grosseteste college in Lincoln at the end of August.

Since then another 25 or 30 have applied, but too late to save the occasion. Mr Len Marsh, principal of Bishop Grosseteste and a moving spirit behind the conference for many years, said another meeting might be arranged next year, probably at the end of July.

However the Plowden name will probably go. "In a sense it's misleading," Mr Marsh said. "We always discussed contemporary issues, but the name allowed people to locate us and associate us with the 1960s."

The conference was started by Michael Young, founder of the Advisory Centre for Education and a member of the Plowden committee,

after the Plowden report was published in 1966. In the second year its organization passed to the powerful Goldsmiths' College primary education team - which included Mr Marsh.

The conference was small and informal: a meeting of like-minded primary people. At Bishop Grosseteste it had something of the atmosphere of a relaxed country house party - last year there was even a cricket match.

There were always speakers from outside education, to provide a different perspective on children: this year a poet, a paediatrician and a bishop were to speak, as well as teachers and the chief inspector for primary education, Mr Geoffrey Cismore. Regulars at the conference talked of going for their "annual fix", to lift their spirits before the new school year.

The conference has probably been affected by two things, one good, one bad. The bad influence has been expenditure cuts, and local authorities' reluctance to pay teachers' way on conferences.

The good thing has been the rapid development of the National Association for Primary Education, whose annual conference may take on something of the spirit of Plowden, but should draw in new networks of teachers and wield more influence.

Lady Plowden, who regularly attended the conferences, said she regretted its demise as it met an urgent need. "There are still teachers who are isolated from others who talk the same language", she said, calling it a realistic gathering, with its feet on the ground.

"You could talk about things like discipline and tightening standards knowing people were on the same wavelength, and that they would understand that doubts were intended to be constructive" she said.

# Shop steward out on blackboard duty

by Nick Wood

A shop steward has been seconded by his employer on full pay for a year to teach children about trade unions.

Mr Bob Holmes, aged 38, a fitter at ICI's Billingham plant, will be working with children aged 14 to 19 and teachers at eight schools in Cleveland and North Yorkshire.

Mr Holmes, a member of the AUEW, will be based at the Centre for the Study of Comprehensive Schools at York University. Mr Holmes has already spent four years working with young people and teachers at Springfield School in Cleveland. Children acted out the roles of managers and workers as a way of learning about industrial life.

"We will be helping young people understand the world of work. Obviously, there are different views about that, the employers' view and the trade union view."

Mr Holmes dismissed suggestions that the project was in any way brainwashing young people into support for trade unions.

The whole purpose of what I am doing is to sit down with the teacher

and talk to him about what he wants to get across to the kids.

"Obviously there are going to be contentious issues. It is right that children are given some basic tools to handle them but, as far as we can, in an unbiased way."

Dr George Gye, director of the CSCS, said that the teaching materials developed by Mr Holmes in the course of his work would be made available to other schools interested in forging links with industry.

Mr Holmes will write a report for the TUC and the Schools Council Industry Project, which are represented on the advisory group which is overseeing the project.

"I hope the children will learn to think for themselves and learn to solve problems without leaping into strikes", Dr Gye said.

"I don't see this work as being designed to come up with more paid-up trade unionists. It's about creating a better educated group of young people, better equipped to deal with industrial problems than would have been the case from the ignorant standpoint many of us have."

# Labour councillors block sacking of youth worker

A decision to sack a black youth worker after he was convicted of causing actual bodily harm to another youth worker, has been blocked by five Labour members of the Inner London Education Authority.

They have said more information must be made available on the case of Mr Anselm Samuel and want the full education committee to discuss the affair in six weeks' time.

Mr Samuel, aged 43, a part-time tutor-in-charge at Clapton Youth Centre is now suspended without pay and has been instructed not to attend the centre.

Earlier this month he was convicted at Staines Crown Court of assaulting another youth worker by stabbing him with a screw-driver. He was fined £200 and ordered to pay £150 costs.

The ILERA's further and higher education sub-committee last week approved the recommendation of officers to sack Mr Samuel. They said he should no longer be in a position where he was responsible for young people.

The sub-committee also withdrew an earlier offer it had made to promote

Mr Samuel to a full-time lecturer Grade one - a post he was due to start next month on a salary of about £11,000. That promotion was acquired after a controversial campaign, with members of the youth centre pressing for it on his behalf.

One of the Labour members who is blocking the sacking, Mr John Carr, pointed out that unless an employee was given a prison sentence, dismissal was not automatic. Each case had to be studied on its merits and he believed insufficient evidence had been presented to the sub-committee.

He said a transcript of the trial was being obtained and he would press for the views of the parents and youngsters in Hackney to be heard.

"I have made it clear that we are not saying Mr Samuel should not be sacked. But we should have more information than was provided in the officers' report before we exercise our discretion. We should, for example, take some account of his standing in the local community, the views of the kids he works with and their parents."

# UGC chief accepts Leeds post

Dr Edward Parkes will finish as chairman of the University Grants Committee next summer to become vice-chancellor of Leeds University. He succeeds Lord Boyle of Handsworth, who died last September.

Dr Parkes, who is 56, presided over last year's controversial allocation of the Government's 15 per cent cut in university funds. He was criticized by some for agreeing to take on the exercise at all, but he argued that it was better to distribute the cuts on a rational basis than to allow them to fall across the board.

He was appointed chairman by Mrs Shirley Williams in 1978, when she was Labour Education Secretary. By the time he leaves the UGC next summer he will thus have completed the normal five-year term. But he will be leaving two years before the end of the universities is completed.

It is no secret that ministers and officials would have preferred him to see the exercise through and were already discussing with him a possible extension of his tenure.

Dr Parkes is a Cambridge graduate who has held a variety of academic and industrial appointments in engineering. He was vice-chancellor of the City University, London from 1974 to 1978.



Dr Edward Parkes

# Early choice

The twentieth edition of the *Complete Guide to University Entrance Requirements for First Degree Courses in the UK 1983/4* has been published together with a leaflet, "Thinking About University?", which provides advice about choosing university subjects as early as the third year of school. The compendium is available, price £6.50p, from Lund Humphreys, The County Press, Drummond Road, Bradford BD8 8DH.

# New booklets

The series of booklets on "The Teacher Education Project", edited by Professor Ted Wragg, is published by Macmillan Education and no longer as stated in the July edition of *The TES*.

There is something symbolic about the notice in Robert Aitken's office saying "Thank you for not smoking". It is not peremptory, but it does assume that, if asked, you will be good enough to comply, and that illustrates the style of Coventry's director of education for the past 13 years.

This style reflects the personality - open, direct, forceful and outgoing - though the word "extrovert" might give a misleading impression. They are qualities, however, which sometimes ruffle the calm of establishments as they did 10 years ago when he told the Association of Education Officers about the need for amalgamation with the then chief officers' organization. This is still remembered as something of a turning point, resulting in the formation of the Society of Education Officers with no distinction as to rank within it.

Typically, though, Bob Aitken is not too happy with the society, which still "won't accept that we are not all gentlemen". The comment, revealing his abhorrence of everything that smacks of pedestals and red carpets, perhaps explains an educational philosophy and its application to the real problems facing Coventry's schools.

For despite the progress made over the years in developing a comprehensive system (and Coventry was always in the van), Aitken believes: "we still haven't got it right". What is wrong, he says, is that those at the bottom of the ability scale are getting a raw deal - "there are some bonny kids in disadvantaged areas who are as entitled to a good life as anyone else" - which illustrates his deep belief in equal human rights.

But he does not attribute this philosophy to a chequered childhood, even though his reasonably comfortable life collapses when his father, an engineering draughtsman-designer, died.

Bob Aitken was sent, aged six, to a boarding school in Surrey and stayed until he was 15, failing the scholarship examination along the way but learning to adapt to the Spartan regime.

By 1943 he was back home in Peterborough, and getting accustomed to life in the city's education office, where Leslie Tait presided over the educational welfare of the city.

There are some bonny kids in disadvantaged areas who are as entitled to a good life as anyone else.

This was the crucial point in Bob Aitken's life. For Tait became a father figure to his new junior clerk. So much so, that when the inevitable question came: "What do you want to do with your life?" - there could be only one answer... a chief education officer.

The next steps were the necessary academic ones - matriculation, (followed by an interlude of National Service in the RAF), then to Nottingham, University for an Inter-BA

# Frank Pedley interviews Bob Aitken, the unashamed champion of the academic underdog who is supervising Coventry's secondary reorganization programme.

# The CEO who was happy to be sent to Coventry

and a three-year honours course in history, with a one-year stint as secretary of the union.

After teacher training he chose characteristically, not a particular school, but the local education authority in which he wished to work. Hertfordshire was then under the spell of John Newsom, and Bob Aitken took a post in a Letchworth secondary modern school.

This was at a time when modern schools were just beginning to gain self-respect by entering the examination stakes. But he remembers much more clearly two other features of that period: the fact that new recruits were given the more difficult classes, and that the kids knew a thing or two about life - or, to use the modern jargon, had already "acquired life skills".

Not surprisingly, he moved on after three years to a Church of England primary school in Hitchin, where he relished the informal approach of a happy school under a great head teacher, Bob Price.

Two and a half years later the time had come for his first venture into administration, and in his first post as deputy borough education officer in Southgate (where Tim Healey tended his strawberries lovingly at the back of the office) he added professional responsibility to the knowledge he had obtained in Peterborough of how things tick.

A move to Newcastle upon Tyne followed, and this was a formative period in his administrative career. H V M Lightfoot, "a shrewd and unassuming man", had succeeded to the famous Tom Walling's patch, and Newcastle before the days of corporate-manager Harris and T Dan Smith, was an "unfussy" direct authority where Bob Aitken discovered, in his capacity as AEO



Bob Aitken, more than just an educational philosopher-dreamer.

(Schools), a lot about the wisdom of simple administration.

It was the exciting era of first purpose-built comprehensive schools when, in 1963, his career prospects demanded that he should move on, he did so with regret - this time to become deputy in the London Borough of Kingston-upon-Thames, under John Bishop, who was to become his friend and ally.

Bob Aitken made his mark in Kingston, especially among his London colleagues. But he was not very comfortable: the post of deputy is a necessary stepping stone to higher things and an important phase in a chief education officer's training. Even so, its indeterminate role can chafe.

Getting along without necessarily conforming means that political skills, tolerance and patience must be

# Profile

learnt - though he says that some members of his staff feel that he has already forgotten them.

When Walter Chinn retired as Coventry's director in 1969, Bob Aitken was appointed to an administration which was already well-known for its progressive thinking. Comprehensive education was on its way, and a diverse system of special education, including the only further education college for the physically handicapped in the country, had been established.

Since then the city has developed its pattern of community education schools and colleges, and is now the

headquarters of the Community Education Development Centre. Bob Aitken is naturally proud of this branch of his work, since it embodies the concept of education as a lifelong process.

He is proud, too, of the personal development programme which stems from experience with unemployed leavers. They, in turn, need teachers who have undergone a "re-treading" process, and he is full of admiration for those who have volunteered for a course which is, inevitably, a traumatic experience for some.

The end result will be a superb network of counsellors who have the essential quality of self-confidence, are personally secure, and who, because they are not afraid of being wrong, can communicate better with young people.

It is against this background that the recent decisions of the education committee must be judged. Coventry will not reorganize on tertiary lines, but Bob Aitken emphasizes that the city will, nevertheless, adopt a tertiary approach by redeveloping both style and content within existing structures.

He sees no merit in a break at 16, and cannot accept the examination system as a reason for change, (he is, in any case, an enthusiastic advocate of profiling and continuous assessment).

It is no longer enough, Bob Aitken feels, in a period of contraction, to work from a few good schools and hope that the good will automatically be disseminated.

The job of the administrator, as he sees it, is to act as a facilitator, sometimes leading and providing, sometimes provoking debate, and sometimes spotting and supporting the good. "We are at the interface

between people and authority, and the health and strength of that personal interface is the be-all and end-all of our service."

The quality of that relationship is crucial to the life chances of the children, whose personal dignity and status (the ability to live with others and themselves) is paramount.

There is a long way to go, as he is all too ready to acknowledge. Comparing British children with those in Canada and the United States, whose openness is so striking, Bob Aitken concludes that the value systems British teachers are operating are different from those which the pupils recognize. The result is a mismatch which it is vital to correct.

Bob Aitken made his mark in Kingston, especially among his London colleagues. But he was not very comfortable.

He feels the school system is not delivering the message that everyone must be treated as equal - this failure is seen as a legacy of medieval classicism and religious influences. Bob Aitken has, incidentally, no institutionalised religious views, though he likes to believe in the continuum of the spirit and thinks that Buddhism, in particular, fits his more optimistic view of humanity and his idea of the positive path of life.

It would be a mistake, however, to infer from all this, that he is an educational philosopher-dreamer. On the contrary, he sees the joy of administration as having the opportunity not only to generate ideas, but also to get things done. And he has great respect for local government politicians who have an intuitive sense of what they feel to be right and of what can be achieved.

Outside of work Bob Aitken has many interests. Quite apart from membership of various national and local committees, he has succeeded Jim Hogan as chairman of Outward Bound's City Challenge, whose headquarters are in Coventry. He also plays the piano, gardens, cycles (often to work), swims, and travels, and the three paintings decorating his office are his own work.

While there is no doubt that Tait, Lightfoot, and one of his college lecturers, Bill Fryer, have had a great influence on him, Bob Aitken is, as they say, his own man. There is a touch of Alec Clegg in his passionate concern for the underdog, an echo of Jack Langland in his breadth of interests, and a hint of Percy Lord in his forthrightness.

If you were to invite him to comment on this odd but distinguished mixture, he would, on the face of it, make a frank self-assessment, and then pass it on to you without false modesty.

At 54, he still has many years to give to Coventry and the education service generally. What is also beyond doubt is that he will continue to give them candour and lack of inhibition in his work. The right man, one suspects, in the right place, at the right time.

# Treatment of science stifles potential

by Phillip Venning

Primary school science should not be treated as a separate subject geared to learning certain scientific facts, according to a teachers' guide published by Cheshire County Council.

The booklet says the emphasis should be on the development of the individual child. "The aim of primary science is not to provide an accumulation of facts, nor to present exciting but isolated experiments that have no link with reality in the child's mind."

It was, however, an attitude of learning based on discovery and children's innate curiosity in their natural surroundings.

"Science is not deeply divided from other curriculum areas. It is inter-dependent with mathematics, art, history, language and life, and it will be the child's experiences and ability in all of these which will allow him to question, gain understanding and control of his environment and break free from the fears which come from superstition and ignorance." Science could not do this alone, but it had a vital part to play.

The booklet, *Primary Science Guidelines*, is the latest in a series of curriculum guides, produced by Cheshire teachers and advisers. Among its recommendations is an acknowledgment that the scientific method includes elements that only a few years ago would have been firmly



Pupils in one school made paper gliders to test statements about wing size and performance

rejected by the scientific community.

"A common explanation of scientific thinking is that experimentation and observation always lead to the establishing of a theory from which predictions can be made and finally tested to confirm the original inquiries." This had been the accepted rational style that had motivated many scientists and apparently resulted in major discoveries.

"But the view is incomplete and leaves out important aspects of man's understanding of his world and himself which can be described as intuitive, creative or spontaneous."

The booklet also encourages teachers to recognize unorthodox ways of allowing children to depict scientific discoveries, such as through poetry, drawing, and painting. It was vital that wherever practicable and safe (ie the child should handle materials as well as hear, smell and taste them).

Most important, it says, primary schools should allow enough time for children to pursue a task from start to finish. On the other hand it did not matter if all children did not cover the same work.

Though sophisticated apparatus was quite out of place, every classroom should have openly available simple microscopes or lenses, and measuring instruments of all sorts.

*Primary Science Guidelines*, Cheshire County Council, County Hall, Chester.

# Mixed-age classes plan angers parents

Parents of pupils at a primary school in Dartford, Kent, have appealed to Dr Rhodes Boyson, junior education minister, to prevent the county council removing a mobile classroom.

The parents from Maypole county primary, argue that the school will have to set up mixed-age classes if the classroom is taken away. "I am seriously worried by the fact that my son will be in a mixed-age class next term," said Mr Rod Hanley, chairman of the parents' association, who had an eight-year-old boy at the school.

Mr Healey said parents also concerned the county's estimate of projected pupil numbers. New houses were being built in the area and 178 to be added to the school roll by 1985. A spokesman for Kent County Council said the number of children

at the school did not justify the continued use of a mobile classroom. Its removal would mean mixed-age classes for two age groups - but the pupil teacher ratio would still be "acceptable".

South Devon parents were due to protest, outside the county's education offices yesterday, over a decision to drop plans for nursery classes at three schools.

Mr Maggie Martin, chairman of the South Devon Campaign for Nursery Education, said that the savings from the cut would be minute, while the need for nursery places was desperate.

The decision follows the recent pay award to teachers which has prompted Devon County Council to push through an emergency cut package. This includes a threat to sack teachers.

# Handicapped under-fives

Designs for a school building for physically handicapped under-fives that combines education, therapy, and family support on one site have been published by two architects in an Organization for Economic Cooperation and Development study.

The architects, Miss J Manson and G B Odde, propose a school consisting of four L-shaped wings - for therapy, a pre-school nursery, a residential unit, and a dining and communal area.

Because of the lack of coordination between government departments, there was little likelihood that such a school would be built, the authors say. But they hope that the design will stimulate discussion.

*Physically Handicapped Children - a design project for the under-fives*, OECD, 2 rue Andre-Pascal, 75774 Paris Cedex 16, France.

# Investigation demanded into PE training for primary specialisms

Physical education is far more of a challenge at junior than at secondary level, according to Mr Allen Wade, director of education and coaching at the Football Association.

He wants a working party sponsored by the DES and the Department of the Environment to look into the whole subject of physical education, recreation and sport.

This comes after an article (*TES*, June 25) by Mr Jake Downey, secretary of a PE lecturers' pressure group, deploring the inadequate training of primary PE teachers.

Mr Wade, a former PE lecturer and Nottingham Forest footballer, maintains that many primary teachers refuse to take PE because they know they are not trained to do it competently.

"Fundamental to the philosophy and practice of PE, such as may exist in our infant and primary schools, is the unfortunate belief that specific skills are best acquired out of a broadly-based general movement experience", he says.

"Nothing could be further from

# SPORT

Edited by Bert Lodge

In the last 30 or 40 years, where young children have acquired lasting skills and skill interests and where they have become physically well grown, they have done so in spite of early school physical education and rarely, if ever, because of it.

"Training in physical education given to would-be primary teachers has been, as I have said previously, dangerously inadequate."

Mr Wade maintains that the root of the problem is the resistance to subject specialization in infant and primary schools. "There are many of

us who have serious reservations about the training given in recent years to those who intend to become secondary specialists but the specialism needed in primary and junior schools is of quite a different kind but nonetheless profound for that."

Recalling that the Physical Education Association of Great Britain and Northern Ireland passed a resolution last year calling for a national working party on the curriculum needs in PE and how best to prepare PE teachers, Mr Wade says: "It's long overdue. So what about it Minister?"

A summer clinic for promising school basketball players will be held at a London sports hall next month.

More than 50 youngsters will attend Aylwood sports hall, Edmonton, from August 9 to 13, for a training programme conducted by Mr Victor Kerton, the new coordinator for basketball in Enfield.

In the afternoons participants will compete in a summer clinic league championship for trophies provided by English Numbering Machines, sponsors of the exercise.

# Union pushes for more exams cash

by Richard Garner

A teacher union is calling for cash aid from examining boards to pay extra staff to cover for teachers on examination duties. Furthermore, teachers should be paid extra for the additional work, says the National Association of Schoolmasters/Union of Women Teachers. The NAS/UWT puts forth its position in a policy statement for its members called *Teacher Involvement in Examinations and the Case for Remuneration*. The policy statement notes that attendance at GCE committees attracts payment of travelling and subsistence allowances, but CSE

travelling and subsistence allowances are paid for some meetings but not others. "It is clear that following the establishment of the new regional examining authorities for 16-plus which are based on large geographical areas, teachers who serve on committees are likely to face increased travel commitments," it says. "It should, therefore, be a negotiating principle that teachers receive allowances which are no less than the best obtainable within a particular authority whose rates of payment are deemed to be the most satisfactory and that there is no question of their being out-of-pocket."

Concern is raised over the increasing number of routine administrative tasks over examinations which teachers must do. "While this is happening, severe cuts are being made in the clerical support services in schools," it says. "One effect of such economies is that during the summer vacation there is often little or no clerical assistance available to notify pupils of their examinations results." It says that the union is "not entirely convinced" that investigation is a duty that must be undertaken by teachers and feels there is a justification for bringing in external investigators as happens in Scotland.

It concludes: "Examination related work undertaken in school hours should attract extra payments if the work constitutes an extension of normal teaching responsibility. "Moreover, the authority must ensure that proper arrangements are made to provide staffing cover for teachers whose examination work necessitates their being absent from school. "In this regard we look to the boards to assist the authorities through a scheme of partial recoupment of the salaries paid to teachers who are engaged in examination activities on behalf of the boards."

# Jobsharers in alternative technology

by Sarah Bayliss

The National Centre for Alternative Technology has created an education officer post to develop its work with schools and colleges. The job, which will be shared by a husband and wife team, will be to develop classroom materials on alternative technology, encourage visits to the centre, and run courses for residential groups, and will entail visits to teachers' centres and schools to discuss projects. The centre, which was set up eight years ago in Powys, Wales, is a demonstration and exhibition site established in an old slate quarry overlooking the Snowdonia National Park.

People who live and work there run a dozen varieties of windmills, an electric truck, a blacksmith's forge which recycles waste metal, 30 different types of solar panels for heating water, a smelting plant with animals and an organic vegetable garden. Damian and Joan Randle, who have both worked as teachers, will be sharing the job from September 1. For the past five years Damian has been head of humanities at Cheslyn Hay High School in Staffordshire. The centre is sponsored by a registered charity, the Society for Environmental Improvement, and does not receive any direct grant from the Government. It conducts research and monitors equipment, sometimes in conjunction with universities and other research establishments. Conservation, recycling and small scale manufacturing are some of the subjects.

The centre lies three miles north of Machynlleth and charges £1.50 for adults, £1 for students and 60 pence for pupils under 16. Children under five are admitted free of charge. It is open every day including Sundays, except over Christmas, from 10am to 5pm. Inquiries to: The National Centre for Alternative Technology, Machynlleth, Powys, Wales.

# Staff asked to convey new realism

by Nick Wood

Schools must provide teenagers with a new form of "political education" which prepares them for the possibility of life on the dole, the chairman of the Commons Select Committee on Education said last week. Mr Christopher Price, MP, told a conference organized by the Centre for Comprehensive Studies at York University that teachers should convey to their pupils - starting with 13-year-olds - a new realism in the face of long-term unemployment and a dwindling pool of jobs. They should abandon the ivory tower approach which aimed to give children a "beautiful time" at school but which denied them any inkling of what was happening in the world outside until "a week or two before they left". The teacher's job was to make clear to pupils exactly what their chances were in the job market. If

they had the ability, they should be encouraged to climb the academic ladder but it was wrong to think it was the only path to fulfilment. Other ways, involving training and work experience, were opening up. And the prospect of some time on the dole need not be regarded as a disaster. "We need an attitude of trusting kids to pace themselves through adolescence," he said. "I call this political education - 13-year-olds can handle far more than their teachers give them credit for." Mr Price said that the declining job market would inevitably mean that children would spend more time in education and training. And there would be more opportunity for them to come back to school for further education. This would lessen the stranglehold of examinations. "This will take the tension out of

English education which has been there since the 1870s. The whole emphasis has been on doing things as quickly as possible," he said. "We have an obsession with Pitt being Prime Minister at 21 and John Stuart Mill going to Oxford at 12. "If we can keep further and higher education reasonably open, getting rid of the absurd rules about grants, we can have a more relaxed educational system." The fight to ensure all children are educated in comprehensive schools is still far from won, the conference was told. Mr George Walker, headmaster of Cavendish school, Hemel Hempstead, said that the emergence of "secondary moderns" for non-academic 16 to 19-year-olds, cuts in resources and greater competition between schools for pupils, were combining to threaten the comprehensive principle.

# People

Mrs S M Mansell, formerly professional studies tutor in the Department of Home Economics at Rochampton and consultant to the Nutfield Home Economics Project, took up the post of adviser for home economics with Devon education authority on July 1.

Mr D J Squires, at present head of the Curriculum Development Advisory Unit for Computer Based Education in Hertfordshire, is to take over the post of Devon's adviser for computers in education on October 1.

Miss P A Brain, at present deputy head at Preseli Comprehensive School, Crymch, Dyfed, takes up the post of adviser for English in Devon on September 1; Mrs P A Holwill, at present head of Highfield Infants School, Plymouth, takes up the post of adviser for primary education on the same day.



Mr Arnold Jennings was elected acting chairman of the Schools Council at a recent meeting of the council's convocation, in succession to Dr Peter Andrews. Mr Jennings (pictured above), who was headmaster of Ecclesfield comprehensive school, Sheffield, until he retired in 1978, is a former senior officer of the National Union of Teachers and was president of the Schools Council and of the Secondary Heads Association in 1977-78. He has long been involved with the Schools Council and was chairman of its examinations committee when elected.

Mr Graham Smith, former head of a secondary school in Uganda, has been appointed head teacher at Marston High County Middle School, Southwick. He starts on September 1, and succeeds Mr F T Kelley, who retires at the end of August.

The new head of Our Lady Queen of Heaven School is Miss Kathleen Murphy, who starts her duties on September 1. She comes to Crawley from Dartford, Kent, where she has been deputy head teacher at Our Lady of Hartley RC Primary School since 1975.

Ms Stefanie Blatton has been appointed head teacher of De Beauvoir Infants' School, Tottenham Road, NI. She will take up her new appointment in September.

The City of Salford Education Department has appointed Mr T Stringer to the headship of Hilton Lane county primary school. Other recent head teacher appointments are: Mrs J Church (Bradford, Leicestershire), Mrs M Gadeby (Moorlands county primary school, Mrs J Eastham (St John's Gillespie, CE primary), Mr P M Gilligan (St Joseph's RC primary), Mr R A Hughes (New Windsor CE primary), and Mr B Edgell (Friars County primary school).

Ms Helen Fenwick has been appointed the head teacher of Canonbury Infants' school, Canonbury Road, Islington, NI. Ms Fenwick, who is at present deputy head of Montem Infants' school, NI, takes up her new appointment in September.

Ms Cynthia Rensell has been appointed head teacher of Old Church primary school, Walter Terrace, Stepping, E1. She was formerly deputy head of Old Church.

# School to work

Local government leaders in the Association of Metropolitan Authorities have taken training and vocational preparation policy out of the hands of education service members. This follows a battle to shape the new work scheme for the unemployed announced by the Government this week.

The result is that the association's education lobby has been routed by a group of Northern city bosses, and that:

● The new scheme for the long term unemployed will not have training for all built into it - although it may provide some training.

● The AMA's education committee will be kept off the new board being set up to run a different, much bigger scheme - the Youth Training Scheme for school leavers which starts next year.

Although the changes that the AMA leaders have secured in the scheme for the long-term unemployed are causing more public controversy, the decision over the Youth Training Scheme board is being seen in local government circles as a major defeat for education interests.

The AMA, along with three main local government associations, has been invited to nominate representatives to the YTS national supervisory board which will meet for the first time in September. It will replace the Manpower Services Commission's special programmes board, which oversees schemes for the unemployed, including the Youth Opportunities Programme.

Most organizations will continue to be represented by education specialists. That has been the past practice of the AMA, but has decided now to nominate a leading member of its policy committee, Mr Roy Thwaites, who has no direct involvement in local authority education. He is the leader of South Yorkshire council, a metropolitan county which has no responsibility for education.

This is the outcome of the May meeting of the special programmes board; when Mr Peter Horton, the AMA's representative, put forward a list of local authorities and voluntary organizations to provide a mixture of part-time work, training, and further education, for 100,000 of the long-term unemployed. He suggested that it would be a better use of the £150m a year which the Chancellor had announced would be made available to encourage voluntary work as most of the board's members strongly opposed the Chancellor's plan.

Mr Horton, former chairman of the AMA education committee, had support from his authority, Sheffield.

# How city bosses sank half-time training plan

But when it reached the ears of Mr Thwaites, who currently represents the AMA on the Manpower Services Commission itself, he poured scorn on the proposal.

Any available money should be put towards possible full-time work, rather than spent in part on training, he said. He persuaded the association to empower a group of its leaders to negotiate an alternative which would suit local authorities' interests with the commission. The group consisted of Mr Thwaites himself, Sir Jack Smart who is the association's chairman, Sheffield Labour leader David Blunkett, and Mrs Nikki Harrison, chairman of its education committee.

The scheme, which Mr David Young, the commission's chairman, put to the group this month was simple. He was willing to hand over the Chancellor's £150m and the £150m plus already being spent on providing full-time work for 30,000 of the jobs in the MSC's Community Enterprise Programme to local authorities and those voluntary organizations big enough to cope, and let them take on the unemployed, full or part-time, as they thought fit to work on any projects that would not get done otherwise.

The scheme was calculated to appeal to the Government in several ways: it could be presented as a big new move to help the jobless at a time when unemployment figures were reaching a new peak; it would mean little extra net cost, and possibly even a saving; and it would put a little money back into council coffers.

If it should occur to Ministers, as opponents of the scheme were later to suggest, that it would undermine wage rates, for people like council workers, they might consider it a bonus. The AMA groups were enthusiastic, and Mr Young was able to tell last week's meeting of the special programmes board it was this version or nothing new at all for the long-term unemployed. The Chancellor of the Exchequer and the Employment Secretary had already approved it, he announced.

The National Council of Voluntary Organizations and Youthaid representatives on the board voiced out-

Labour's local government education politicians let the hard men at the Association of Metropolitan Authorities torpedo a scheme to train the unemployed. Now the education committee itself is being attacked by the leaders who have decided that training is too important now to be left to the educators



Roy Thwaites and Nikki Harrison - a place on the board

rage at the proposal to all but dump training. While under the Horton plan the MSC would have paid sponsors a specific training allowance in addition to the money for wages, the new scheme would simply allow them to spend some of the wages money on training if they want to. Sponsors would be given £60 a week per worker taken on, and if they spent any of it on training it meant they would have to offer less work unless they topped up the money out of their own pockets.

The critics' immediate suspicions that the scheme was really a plan to make people work for their dole money with little advantage, either financial or in the form of worthwhile training, were fed by a report to the board from the commission's director, Mr Geoffrey Holland, which

suggested that the amount of work offered would be more or less matched to each individual's family circumstances and the consequent level of his benefit entitlement, so as to minimize benefit claims - a view which had presumably contributed to the Ministerial enthusiasm for the scheme.

But the voice that really mattered at the meeting was that of the TUC, represented by its education secretary, Mr Roy Jackson. Torn between the critics - with whom he has worked closely on youth employment and training issues in the past two years - and the pressures from TUC colleagues who wanted to go along with the AMA scheme he indicated muted and conditional support.

Mrs Harrison still had no inkling of the move to deny her the place on the board when *The TES* spoke to her at the start of last week. "The education committee, will certainly expect to nominate the representative," she insisted. But the following day the association's ruling Labour group agreed that the policy committee, not the education committee should make the nomination. And the man they chose was Mr Thwaites.

On Monday, Mr Thwaites said the policy committee had decided to take over the nomination because the new board had much wider responsibilities than the special programmes board, which had only to deal with matters of education such as had arisen in YOP and could be left to the education committee.

To oversee the working of the New Training Initiative, Mr Thwaites said, would require people who had gone through the same sort of experience themselves "and who know the whole system inside out." He explained: "I am talking about practical experience, not theory. I have been a shop steward, an engineer, I can talk about apprenticeship knowing all about it."

"What this scheme will do is to get off the shelf projects which we have not been able to carry out because of manpower shortages. Now we shall have the manpower and the cash from the MSC."

Asked what he would do if the MSC ruled that he could not serve

simultaneously both as a commissioner and a member of the YTS board, Mr Thwaites said that he would drop the board. But in fact, it seems unlikely that he will have to choose: his two year term ends this autumn.

At Tuesday's meeting of the Commission, the trade union representatives, who had seemed to be saying only the day before that they would support the scheme despite its inadequacies, had developed strong last-minute qualms.

In the face of heavy pressure from the chairman, they decided not to press for a vote, enabling Mr Young to report to the Employment Secretary that the scheme had the commissioner's assent. But the TUC representatives issued a lengthy statement declaring that their endorsement was conditional on guarantees that the scheme would be modified in a number of ways, including better training provision and was subject to further consultations with other organizations, including the local government unions.

During the previous 24 hours, the National Union of Public Employees, at a disadvantage by the absence of its general secretary, Mr Alan Fisher, had finally got through its anxiety at the proposal to the TUC's leaders.

At the same time, Mr Bill Keyes, the senior union commissioner, had been given new information which called into question earlier estimates of the financial advantages it would offer to participants.

But the TUC's reservations did not inhibit the Government's announcement, immediately after the commission's meeting, that the scheme would go ahead. At a press conference the Mr Norman Tebbit, Employment Secretary, refused to give any indication of what would happen if the TUC decided, in the end, that it could not support the new programme.

The TUC is likely to come under additional pressure from at least one teacher union, NATFHE, the college lecturers' body, to demand that training and education be restored to the prominence that they played in the discarded Horton proposals. Mr Mick Farley, its assistant secretary, says that the AMA's decision over representation on the YTS board would be viewed by the education service as an anti-education move within the association.

The Association of County Councils has decided to nominate Mr Philip Merridale, the chairman of its education committee, to the YTS board.

# Adult courses fail minorities

by Diane Spencer

Adult education is largely failing to meet the needs of the ethnic minority community, says a report published this week by the Advisory Council for Adult and Continuing Education.

So far the adult education service has tended to concentrate on providing English as a second language and neglected to assess and meet other special needs, it says. The report, commissioned by the new Dept. Centre for Information and Advice on Educational Disadvantage and ACACE, is based on studies in Birmingham, Bradford, Leicester, Lewisham and Haringey, and on the national survey of adult literacy programmes

for West Indians and language support for Asians. It pointed to: ● a gap in participation and consultation - too many people confessed to providing courses without knowing if anyone in the area wanted them; ● an urgent need for more vocational and training courses - not leisure and hobby courses; ● a demand for adult education from 16 to 19-year-olds who had rejected more formal further education courses;

● the range, flexibility and scope of language teaching which should be extended;

● the status of English as a second language teaching. This should be

improved. It should be seen as an essential part of mainstream adult education, not a fringe activity.

The report's authors, Alan Little, Richard Willey and Jagdish Gundara, emphasize the importance of liaison with self-help community projects, as these can provide the greatest chance of reaching some of the most alienated black young people who have rejected everything society offer.

*Adult education and the black communities.* Alan Little, Richard Willey and Jagdish Gundara, ACACE, 196 De Montfort Street, Leicester LE1 7GE. £2 post free.

# Wiltshire grammars' fate now rests with Sir Keith Joseph

The fate of Wiltshire's two remaining grammar schools depends on Sir Keith Joseph, the Education Secretary, who is to rule on the council's plan, approved last week, to replace them with comprehensive schools.

The ruling Conservative group, which is split down the middle on the issue, will take Sir Keith's decision as a test of his determination to keep schools that have proved their worth. In a circular to councils issued in June, he said he would not normally approve proposals to close schools with academically successful sixth forms. Wiltshire County Council has been committed to end the 11 plus since 1964 and reaffirmed this - by a narrow margin - earlier this year. Other Salisbury schools were reorganized in 1975 but spending restrictions meant that the necessary building work to do the same in the East Salisbury area had to be delayed. Now, however, the education committee has agreed by 35 votes to one that the last stage in the reorganization plan should be completed. Two grammar schools - Bishop Wordsworth Boys' and South Will-

shire Girls' - and three secondary modern schools are to make way for 11-18 comprehensives in Salisbury and one 11-16 comprehensive in Downton, to the north of the city. The new schools would open in 1983, after a rebuilding programme costing at least £1.4m.

The only councillor to vote against the scheme last Friday was Mr Roger Peach, chairman of the Savo Salisbury Schools' campaign. But the overwhelming majority for the plan on the education committee did not represent the views of the Conservative group on the council, he told *The TES*. "Half the group sees this as a crucial matter of policy," he said. "We're not so much on trial as Sir Keith Joseph." He pointed out that Conservative councillors were elected in 1979 on a pledge to keep the grammar schools. A subsequent poll of one in ten Salisbury households had found 87 per cent in favour of their retention, he added. Notices to close the schools will probably be posted in two or three weeks' time after which the objections period will start.

## A VERY SPECIAL PRINTOUT

In March we published a special inset on 'Schools and Computers'. It featured an interview with Kenneth Baker, an article by Seymour Papert, the work of the Microelectronics Education Programme, the proliferation of computing languages and several more highly illuminating articles on the subject. Reprints of this 12-page supplement are now available at a cost of 50p each (including p&p).

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United States/Peter David

# Congress is urged to boost teaching of maths and science

WASHINGTON: A package of laws designed to boost the teaching of mathematics and science in high schools has been introduced in Congress by Senator John Glenn, the first American in space and a school-boy folk hero.

One of three Bills proposed by the Senator would make special low-cost loans available to university students reading maths and science who intend to teach those subjects at pre-college institutions.

Introducing the Bill, the Ohio Democrat, who has made clear his intention to seek the Presidential nomination in 1984, said the decline in the quality of school maths and science could have a profound impact on American security and the national economy.

In contrast with Japan and the Soviet Union, the proportion of children taking science courses at high school had declined over the last two decades. A severe shortage of qualified teachers was being exacerbated by the flight of university scientists to jobs in industry, he said.

"Overcrowded classrooms, insufficient funding for laboratories and

computer facilities and relatively low salaries are driving some of our best professors out of the universities with a consequent decrease in the quality of baccalaureate and graduate programmes."

Under the Bill, universities would be given federal government money to provide loans at 7 per cent interest to students majoring in science and mathematics who intend to teach in the schools. In addition, 25 per cent of the loan repayment and interest would be cancelled for each year subsequently spent as a teacher of maths and science in an elementary or secondary school.

Senator Glenn told Congress the scheme would represent only a small burden on the Treasury. The Congressional Budget Office had estimated a maximum of 24,000 students a year would ask for loans under the Bill. With phasing in, the system would cost \$12m in 1984 and increase to \$57m in 1987, when it would be fully operational.

Companion Bills introduced by Senator Glenn would use the tax system to increase the extracurricular earnings of maths and science

teachers and encourage teachers working in industry to teach part time in the schools.

One Bill would give tax credits to companies which provided summer jobs for maths and science teachers in positions which would give the teachers experience in the applied use of high technology. Another would give tax credits to companies which release qualified employees to teach maths and science in schools for 10 hours or more a week.

The package of legislation, which is being cosponsored in the House of Representatives by Congressman David McCurdy, was devised with the cooperation of several educational organizations, including the National Association of Secondary School Principals and the National Council of Teachers of Mathematics.

"This proposal represents a 1980s approach to improving productivity in American schools," said Mr Scott Thomson, director of the NASSP. "Our country will be strong only if schools are graduating people who can contribute productively to our economy, technological growth, and defence."

## France/Anne Corbett Pledge on jobless

PARIS: Just over a quarter of France's two million unemployed are under the age of 18. The Government is determined that by September at least 100,000 of them will be offered a relevant training, not merely a deferred place in the dole queue.

Its plans are outlined in three recently published circulars. These require companies to set up information centres and be prepared to organize training courses with local bodies.

Republic of Ireland/John Walshe

## Catholics' demand on budget

DUBLIN: Catholic secondary school authorities are demanding a bigger share of the education budget; otherwise, they say, their schools face disaster.

The demand has come when the Government is also faced with claims for supplementary aid from the public sector schools - vocational, community and comprehensive.

About 95 per cent of the Catholic schools are in the "free education" scheme, so called because grants are given in lieu of fees.

given details in a report of the decline in the real level of public support over the past six years.

Catholic schools cater for 70 per cent of the second level school population; the remainder attend Protestant secondary schools or public sector schools - vocational, community and comprehensive.

Catholic school managers have

West Germany/Wellington Long

## Scholarships revived

BONN: Chancellor Schmidt's Cabinet has voted to revive Government scholarships for postgraduate students and for those preparing for doctoral examinations.

The federal and state governments gave these students scholarships from 1971 to 1975, worth 65 per cent of the costs.

Then from 1976 to 1981, when the programme ran out, the scholarships were in the form of loans to be repaid after studies were completed. As a result, the number of postgraduates fell sharply during the second half of the 70s.

Herr Bjørn Engholm, the Social Democratic Minister for Education and Science, and Herr Gerhard Stoltenberg, the Christian Democratic minister, president of Schleswig-Holstein and a former Federal Minister for Scientific Research, said he feared that unless the scholarships programme was revived, Germany would run short of those who had a scientific training.

Early this month, the West German Cabinet approved a proposal by Herr Engholm to revive the scholarships, and called on the state governments to put up half of the estimated 50 million marks (£12 million) required for the programme each year.

Australia/Bill Purvis

## Withdrawal threat over cash guidelines

SYDNEY: The Australian Teachers' Federation has warned that it will ask its representatives on the Schools Commission to withdraw unless the commission protests at the Federal Government's 1983 guidelines on school finance.

The president of the federation, Mr Gerry Tickell, said the guidelines announced in June had no clearly favoured private education, public education, or a strong stand was taken from the Schools Commission.



STOCKHOLM: Pressure is mounting in Sweden for the compulsory wearing of crash helmets by children who cycle to school, writes Chris Mosey.

One of the leaders of the campaign is Mrs Karin Lannergren, a surgeon at Saint Göran's Hospital in Stockholm, which last year treated the child victims of 883 bicycling accidents.

A survey carried out by the hospital showed that 60 per cent of those cycling without helmets suffered head injuries. None of those wearing helmets received head injuries.

The survey showed that older children had learned to protect their heads with their arms in the event of a crash.

Mrs Lannergren said: "On the ice hockey pitch it is taken for granted that children wear helmets so why not when they cycle?"

Canada/Les McLean

## Extra funds sought for research

TORONTO: The Canadian government, in what would be a significant change of policy, is being urged to spend more on educational research.

A recent report, *A State of the Art Review*, recommends that the government agency, the Social Science and Humanities Research Council, should treat education as a high priority area for expansion.

At present the federal government, in deference to provincial jurisdiction in education, restricts its backing for educational research to a few highly-theoretical studies.

But the report revealed that provincial ministries of education would not oppose increased federal spending providing local education authorities approved the projects.

The report went on to attribute the current low production of research in faculties of education to the lack of a research tradition, compounded by assessment and eligibility criteria that undervalue development and applied research.

Frequent and uncritical application in Canada of research results from the United States also came under criticism, and a plea was made to fund some studies to "Canadianize" knowledge imported from other countries (British and French results were also cited). "What is needed is a systematic programme of replications of research and development done elsewhere."

*Canadian Research in Education: A State of the Art Review*, John H M Andrews and W Todd Rogers. Report prepared for the Social Sciences and Humanities Research Council of Canada under sponsorship of the Canadian Society for the Study of Education. Copies from the SSHRCC, 255 Albert Street, Box 1610, Ottawa K1P 6G4.

## Failure to harness educational theory to improve classroom control in Russia

### Errors admitted over control

Researchers in the Soviet Union have admitted serious errors in the application of educational theory to classroom control and school discipline during the 1960s.

According to A T Kurakin and L I Novikova, educationists underestimated the subjective factors in the life of the school community and failed to appreciate the needs of the individual in group activity.

Their report, published by "Znanie" in the series "New Developments in Life, Science and Technology", adds that ideas from allied disciplines such as social psychology and sociology were ignored or decried by many specialists making educational policy.

In other reports on assessment and intelligence testing, Russian writers stress the need to maximize the learning potential of school children even before they enter primary school. Programmes of research to identify fast and slow learners and bright "academics" are being promoted, and classroom teachers are being exhorted to make use of the latest research findings from the pedagogical institutes.

In the 1920s, schools' main requirements were the formation of people with a collectivist psychology

and the subordination of the individualist creativity. While claiming that in the society of the 1980s these demands are still prominent, the Russian report writers state that they have become complex and expansive.

What this means is that the needs of modern Soviet society are such that the externally imposed, collectivist discipline must relax in order to allow the individual creativity to emerge and produce new ideas in economics, science and production.

The dispositions and instincts of each individual in the school collectivity, assert Kurakin and Novikova, must be identified and developed.

For the classroom teacher, this means two things. First, he must make sure he knows his subject and teach it within the framework of the Party ethics. Secondly, he must be an effective informant of the latest ideas in industry, economics and science.

The emphasis in practice is still on preparing Russian youngsters for the world of work, but the latest research findings in Soviet educational institutes seem to be calling for a much higher degree of flexibility than before.

Kenneth Shaw

Don Watson lost his job at Boston's Mary Curley middle school last summer and he is still unemployed. He was fired for two reasons: the city had run out of money and Mr Watson was white.

The 32-year-old social science teacher was only one of nearly 1,000 white teachers who have been sacked in Boston over the last 18 months. They included many of the city's most skilled teachers, the majority with at least 10 years' and some with as many as 18 years' classroom experience behind them.

Yet the city - backed by the federal courts - deliberately protected the jobs of every black teacher, including many inexperienced new appointees. The courts said the policy was necessary to increase the proportion of black teachers employed in the city's ethnically mixed school system.

Like most of the laid-off teachers, Don Watson has been angered and perplexed by the way his nine-year teaching career was brought to a sudden end. He grew up in the city's racially mingled Jamaica Plains neighbourhood and founded one of Boston's most successful voluntary programmes for black inner city teenagers.

At the Mary Curley middle school, too, Mr Watson took a special interest in the problems of black pupils. Now, he says, he cannot accept that he lost his job in the name of racial equality.

"I have never been subjected to such callous treatment in my life," he told a press conference in Washington last month. "Many of the black kids I taught at Curley now come up to me on the street and ask: 'Where are you now? Why are they getting rid of all the good teachers?'"

The events of the past 18 months have inflamed racial tensions in a city notorious for its turbulent ethnic politics. But the significance of the teacher dismissals could extend far beyond the city's boundaries.

Last month the laid-off teachers, backed by their powerful national

## Affirmative action in favour of blacks collided head-on with another powerful social force in American life: tax-cutting in the face of recession.

Teachers, the American Federation of Teachers, served notice on the courts that they did not believe the American Constitution permitted public employers to sack staff on the basis of race instead of seniority.

The union, supported in turn by the United States labour movement, the AFL-CIO, has petitioned the Supreme Court to review the Boston story. If the chief justices agree to do so, their ruling could have historic consequences for race relations in the United States.

Mr Albert Shanker, president of the 500,000 member AFT, claims not only that the white teachers in Boston are victims of unconstitutional "reverse discrimination", but also that white teachers in other cities would suffer similar fates if the Boston example is not reversed quickly by the Supreme Court.

Similar cases are evolving in Illinois, Michigan and New York, he says. Moreover, the arguments used by the courts to support the dismissal of white teachers in Boston could lead later to discriminate against black teachers in cities where blacks hold most of the teaching jobs.

"Unless we act now, the time will come when a judge may rule that it would be a good thing for kids to have a certain percentage of white teachers for role models, and black teachers with 10 or 15 years seniority laid off in order to hire inexperienced white teachers."

Mr Shanker's view is shared by many teachers in Boston and by the members of the majority of AFT. But many black teachers believe Boston's policy is the only way to redress years of discrimination against black people. And the National Education Association, the teachers' largest union, is leaning towards a similar point of view.



Bussing helped to bring Boston's black and white communities together, but seven years later the city is divided again over the issue of teacher sackings.

## When civil liberties means losing your freedom to work

At its annual conference in New York three weeks ago, the AFT discussed just how divisive the debate over the reverse discrimination question is going to become. During a tense debate on Boston, scores of angry black teachers lined up to denounce the association's decision to petition the Supreme Court for a reversal of Boston's policy.

Most black teachers, and a substantial minority of whites, do not believe that colour-blind seniority can be the only determinant of job protection in a society only a few memories away from slavery and still pervaded by discrimination against blacks.

In Boston the preferential treatment meted out to black teachers follows years of deliberate discrimination against them by the city government - discrimination which was ended only after federal courts intervened to force a reluctant city to implement the nation's civil rights laws.

In 1974, the Federal Court for Massachusetts found that the Boston school committee was deliberately keeping black and white education separate and violating the Supreme Court's famous decision of 1954 that separate schooling for black and white children was unconstitutional and should be ended.

As part of a wide-ranging plan to integrate the Boston schools, the court ordered the city to introduce a teacher-hiring quota which would raise the proportion of black teachers from about 5 per cent to 25 per cent, a proportion considered more appropriate for a city in which about one in every three pupils in public education was black.

By 1981 the court-ordered quota policy had resulted in a dramatic increase in the number of black teachers, who at last accounted for nearly 20 per cent of the teaching force. But in the same year the policy of "affirmative action" in favour of blacks collided head-on with another powerful social force in American life: tax-cutting in the face of a recession.

Taking their cue from successful tax-cutting initiatives in California, the voters in Boston had demanded a rapid reduction in the amount of money available to the city through local property taxes. As a result of the measure, known as "proposition 2 1/2", the Boston school committee decided it had to begin large-scale teacher lay-offs.

The school committee faced a dilemma. On the one hand, it had signed a contract with the teachers

saying that any sackings should follow the usual pattern of reverse seniority - "last in, first out". On the other, it knew its actions were being closely monitored by the courts to ensure racial integration.

It solved the problem by asking for, and getting, the courts' permission to breach its contract with the teachers. Both the district and the appeals court declared that observing the contract in the face of numerous lay-offs would undo all the progress that had been made in hiring black teachers. Because most blacks were recent appointees, a seniority policy would reduce their proportion from 20 per cent to 8 per cent or less.

Hence the conflict of perceptions within the teaching profession. For black teachers, Don Watson and his



Albert Shanker

sacked colleagues have been made to sacrifice their jobs in the interests of a higher social objective - making amends for past discrimination against blacks and promoting a genuinely inter-racial school system.

Mr Watson's union, on the other hand, sees him as a new victim of racial discrimination whose contractual and constitutional rights have been unacceptably trammelled in a misguided attempt to hasten the end of a system of race prejudice for which he was never responsible.

America's unions and America's blacks will be watching the Supreme Court's decision with equal intensity. Its ruling will affect the livelihoods of not only 1,000 white teachers in Boston but also of teachers, policemen, firemen and other public employees throughout the nation.

In Boston, the police and fire departments have, like the school committee, been told to organize redu-

Boston's decision to sack 1,000 white teachers is to be challenged in the Supreme Court. Peter David reports on the background to the controversy and explains why it may have a profound effect on race relations in the US.

dancies in order to preserve a specified proportion of black employees. The AFL-CIO adamantly opposes racially-determined firing policies, but civil rights groups believe blacks will never attain equality without the strong medicine of racial quotas being administered in their favour.

The Supreme Court has never before ruled definitively on the politically combustible issue of racial quotas. Quotas have always underpinned school bussing orders, but these have generally focused on the integration of black children in white schools rather than on the respective employment rights of black and white teachers.

Whatever the Supreme Court decides will not be based on purely legal considerations of employment law, for the Boston question is embedded in the complex politics of school desegregation, an issue which has spawned its own special legal and social history.

Teachers like Don Watson might want to claim that their dismissal violated the fourteenth amendment of the Constitution, which guarantees equal protection of the law. But in its 1954 ruling on desegregation, the Supreme Court held that racially segregated schools were themselves a violation of the fourteenth amendment. It is impossible to predict how the court might balance the rights of individuals like Don Watson against those of black people as a group.

What is clear is that the Supreme Court will not make a decision without recognizing that it will have immense social consequences. Before 1954, most southern states operated entirely separate and unequal school systems for blacks and whites. In the North, racially segregated schools were the informal pattern in most cities.

As a result, America's relatively desegregated school system today is held in place by an intricate web of several hundred court orders, often imposed on unwilling school districts by federal judges. Such court orders are not confined to the South, where one is in force in virtually every school district, but also in many northern cities, including Boston, parts of Chicago, Detroit and Milwaukee.

A central feature of most court orders is bussing - the compulsory allocation of pupils to schools in a pattern designed to intermingling the races. But other provisions often include requirements for a balanced teaching staff.

When it considers the problem of Boston, therefore, the Supreme

Court will have also to consider the impact its ruling will have on all the other court desegregation orders in places across the country.

The Boston teachers, for example, are challenging the view of the Federal Appeals Court in Massachusetts that one justification for saving the jobs of black teachers while sacking whites was that the many black children in Boston's schools would benefit from the presence of black teachers who could become "role models".

Lawyers for the AFT say that black children have no constitutional right to a specific ethnic mix of teachers. Teachers in the AFT say the role model idea is an educational nonsense.

Like the other sacked white teachers, Don Watson believes black children need experienced teachers regardless of their colour. He recalls one of the black youths he had worked with in his Jamaica Plains community project saying: "You are my role model. I want to be like you".

But the legacy of segregated schools in the United States has made it inevitable that some form of quota is common in school desegregation orders in order to give black teachers fair employment opportunities.

The poorly paid black teachers who ran the black schools in the dual education systems of the South prior to 1954 lost a disproportionate number of jobs when the courts ordered the schools to be integrated. In northern school districts blacks were seldom hired at all.

Civil liberties groups fear that an adverse Supreme Court decision in Boston might once again enable employers to cut back the employment of black teachers.

A conviction among many observers that President Reagan is backpedalling on civil rights enforcement forms part of the background against which the Supreme Court is being asked to consider the Boston problem. But the court is also aware of the belief of many Americans that - in education particularly - some court-ordered desegregation measures are beginning to appear counter-productive.

In Boston itself, for example, a desegregation order calling for the bussing of tens of thousands of students prompted large numbers of white parents to remove their children from public education and enrol them in private schools.

## Lawyers for the American Federation of Teachers say that black children have no constitutional right to a specific ethnic mix of teachers.

In 1972 100,000 students were enrolled in the city's public schools and 70 per cent were white. This year there are only 58,000 pupils and white children form only 34 per cent of the total.

A similar pattern of "white flight" has occurred in many other school districts. In Memphis, Tennessee, the controversial introduction of bussing ten years ago has led to a fall in white school numbers from 50 per cent to 24 per cent. Local school boards in the area are now trying to lure whites back by relaxing some desegregation measures.

Few teachers would regard such instances of white flight as important enough to cast doubt on the overall wisdom of court-ordered desegregation, which has in the space of less than three decades integrated a national school system which had hitherto been rigidly demarcated.

But the recent events in Boston have convinced many teachers that the affirmative action policies which seemed so beneficial when the education system was growing are much more difficult to implement during a period of falling enrolments and public spending cuts.

Don Watson hopes the Supreme Court will reach a similar conclusion. But even if it does, he is unlikely to be reinstated. The number of teachers employed by the city has dropped by nearly 2,000 over the last two years. Even if the courts had not caught him, the spending cuts probably would.

# How the SDP would balance the scales of democracy

Sir - It is strange that the leader of July 16 accuses the SDP of favouring more interventionist powers for the Secretary of State of Education, when that is one thing we specifically reject. ... little would be gained by giving central government additional powers of intervention ... (SDP Green Paper 4, *Foundations for the Future*, page 11).

pendent as at present on central government support, whether in the form of block grant or specific education grant." (page 9). You also accuse us of being unclear as to what the DES can and cannot do, when a good three pages at the beginning of the document are devoted to its painstaking analysis!

out doubt, be discussed fully in the months of consultation ahead.

Since 1944, strong Secretaries of State have pursued national policy through relatively independent local authorities by a number of means: by setting clear goals and asking local authorities to plan towards them; by adopting public expenditure policies which allowed for progressive implementation of these plans; by reforming the parts of the system where the Secretary of State has direct powers (e.g. public examinations, the qualification of teachers); and finally, where the government deemed that a united step forward was needed, by legislation (raising of the school leaving age, comprehensive reform).

We believe that a future Secretary of State, committed to educational improvement, could again achieve it within this structure. In two respects we would want the structure strengthened. At the most local level we would want greater participation by, and more power for, parents, teachers and the community of each individual school, in the form of the reforms recommended by the Taylor report. Centrally, we would want the advice of HM Inspectorate, in the form of an annual report and periodic assessments of the quality of education in individual authorities, available to Parliament and to the public.

What we would not want is what both Keith Joseph and Neil Kinnock are hankering after: greater powers of manipulation, by means of financial formulae which will inevitably appear unfair or incomprehensible to the majority of local authorities, to be exercised by the individual Secretary of State. As your article rightly concludes, they are unlikely to get it. But it is they who have centralist aspirations, and they who are causing dissension within their own ranks over the issue, not ourselves.

ANNE SOFER  
Member  
SDP Education Policy Group  
46 Regents Park Road  
London NW1

# Letters

## The need to curb CSE boards

Sir - I have been heartened by your support for the Cockcroft Report's proposals in general and in particular your support for reshaping the secondary mathematics curriculum from the "bottom up".

As a member of the committee I have been spending much of my time, since the report was published in February, talking to teachers in many parts of the country. Almost without exception, the committee's proposals for altering the secondary school curriculum, so that pupils achieve a feeling of success in mathematics, have been welcomed by teachers.

However, I have been extremely disappointed to learn of the obstinacy of some CSE boards. A real point of distress is the refusal of many CSE boards to permit a limited grade examination despite Cockcroft's paragraph 47.

It is a sad fact that the examination system at 16 plus has had a dominant and damaging effect on what is taught in schools. Possibly the stark reality that most school-leavers will not obtain employment will encourage teachers to educate their pupils instead of entering them for an examination which is destructive of morale and confidence (I

have been told of grade 4 awarded on 29 per cent and grade 5 on 18 per cent in 1982) and which no longer can be seen as a qualification for a job. Indeed, the whole examination system at 16-plus will cease to have much value if the only carrot to persuade pupils to follow ill-conceived courses - the prospect of a job - is removed.

When I started my series of Cockcroft talks, I often chided teachers for allowing the CSE system to develop in the way that it has done. Gradually I have begun to realize that it is nearly impossible for the average teacher to effect any change. The CSE boards appear to have become almost independent commercial examining bodies. If so, perhaps the best way to change them is to exert commercial pressure by refusing to buy a bad product.

Teachers of average and below average ability pupils would provide their pupils with a better mathematical service if they used the Cockcroft report's foundation list as the basis of their secondary courses and put the fees thus saved to better use.

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P REYNOLDS  
58 Tuddenham Road  
Ipswich  
Suffolk

## Tied to the sink

Sir - Having read the article concerning the ACSET recommendations against re-entry to teaching (TES, July 3) I feel insulted and betrayed. We pay lip service to the desirability of pre-school children having the security of one adult's constant care and then penalize those who practise this principle. This profession, more than most, should condemn such hypocrisy.

In one sweeping statement I feel that my lifetime of commitment to teaching is discarded - second-rate training, out of touch with current trends. Any committed teacher, working or not, attempts to keep up-to-date with current educational trends, and I have learned infinitely more about child development in the past three years with my children than in any college lecture room.

Furthermore, I am now told that even with the projected shortage of primary school teachers, those who drift into teaching after gaining a specialist degree, and those who are ready to relinquish the battle in the secondary sector will be of more value to primary school children than those of us who have experience in the primary field and who have shown their commitment to primary teaching from the very beginning. I would be interested to know the reaction of the teaching unions to this blatant discrimination, or are we to be quietly lashed to the kitchen sink as an underhand method of im-

proving employment statistics, with no protest from our union representatives?

Perhaps we mothers should launch our own publicity campaign amongst sixth form girls, warning them what could happen to their employment opportunities if they decide to provide and care for the raw material of education. There is only one guideline to be followed when appointing teachers and that is to find the person most suitable for the post, without prejudice to any sector of the teaching community.

SALLY BARKLEY-SMITH  
Lincoln Road  
Enfield  
Middlesex

Sir - I hesitate to add to your heavy postbag of "dismay and anger" from women commenting on the ACSET preference for new entrants over married women in primary schools, because my experience has been slightly different, though in the long run equally frustrating.

At least ACSET's proposals are openly stated; there are no such official proposals about married women "returners" in secondary schools, but the same prejudices certainly apply (I never actually left teaching, having found suitable part-time work in the private sector while my children were young, a fact which in itself excited disapproval when I sought to return to the state sector).

Friends in the same predicament

tell me I should compile an anthology of gratuitous remarks addressed to us in our search for work. There will be four sections, as follows:

1. The unreliability of married women (always absent, rushing off home early, late to give birth suddenly and inconveniently. When will we get some accurate statistics for comparing our alleged absences with those of other groups, such as single men?)
2. Their inability to cope with boys (a suggestion made to a mother of four sons)
3. Being a source of embarrassment to other staff if too well-qualified academically (if you have a first-class honours degree, do not expect to be very welcome in a middle-school)
4. Victims of the recession (in a time of cutbacks, married women must expect to give precedence to those who have no other means of getting a living. Local authorities evidently hold the Victorian view that a wife should see herself solely as her husband's burden.)

However, the married returner whose commitment to teaching is still unquenched by all this discrimination can still take one way out of the pit: become a private tutor and help to put right the mistakes of the system which has rejected her. She will find plenty of opportunities.

ELAINE LEVER  
Bedford Farm  
Lillingstone Lovell  
Nr Buckingham

## Law of assault

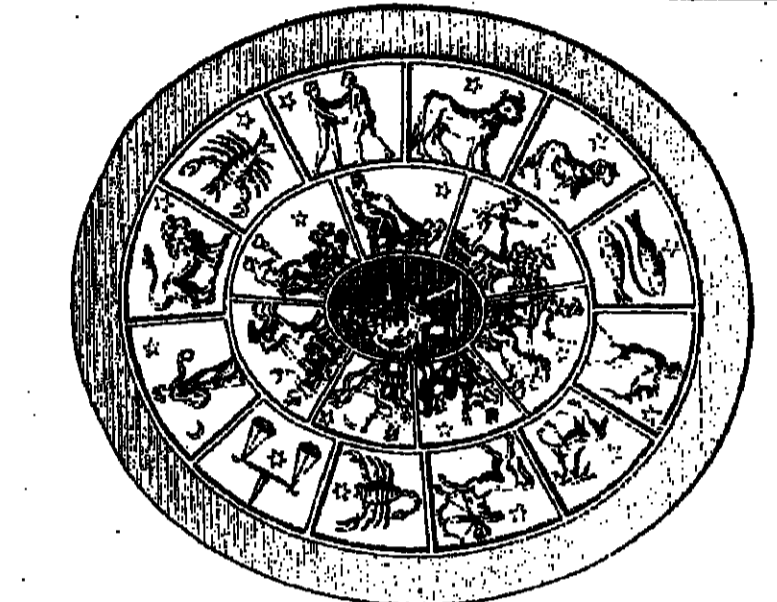
Sir - Either you or the NAS/UWT have a mistaken view of the law of assault (TES July 16) or its practical application.

Neither in the case of assaults on police nor in the case of "serious offences of actual bodily harm and grievous bodily harm" is there any question of "automatic" prosecution by the police. In each of these cases the police consider each allegation on its merits but retain a wide discretion as to prosecution, a discretion which is a recognized part of the criminal law in action.

To establish a principle that one particular group should be treated differently in that one allegation made by a member of the group should automatically be followed by prosecution of the alleged offender is such a radical departure from established practice that I cannot believe that this is what the NAS/UWT is advocating.

Presumably what they do want is a change in the law which at present requires that the information in the common assault should be laid by or on behalf of the party aggrieved (and thus not by the police). To be equitable, such a change in the law would have to apply to everyone, a move which would involve the police in all sorts of private squabbles, and still do little to protect teachers as a group.

A much simpler solution would be for the teachers' unions to support assaulted teachers in private prosecutions. Are not the members of teaching unions provided with free legal representation in respect of "professional" incidents similar to the benefits which I enjoy as a member of the Police Federation?



## Seeing stars

Sir - Humanists are often told that there is no need for their organized campaigns because their battles have all been won and Britain is now a pluralist society with full liberty for, and equality of all kinds of serious belief and unbelief. Two recent events in the educational world indicate why we still feel the need for a formal movement.

Rhodes Boyson, a prominent Conservative spokesman on educational matters, and a leading defender of statutory religious worship and education in schools, has attacked sex education and political education in schools because they are controversial. Aubrey Brown, a prominent citizen of Devon, and a leading local defender of fundamentalist Christianity and presumably of statutory religious worship and education in schools, has attacked the teaching of astrology in a technical college, because it is occult and evil.

Is any further comment necessary? NICOLAS WALTER  
Rationalist Press Association  
88 Islington High Street  
London N1

## Ford's policy

Sir - With reference to Frank Pedley's article (TES, July 16), it would be interesting to know when Ford last employed a school leaver on their assembly line.

I have made frequent visits to Ford's Dagenham plant with groups of school leavers and have never seen any employees who come into the "school leaver" category.

Indeed, the impression I have formed is that the company actively discourages applications for assembly line work (as opposed to apprenticeships) from school leavers. I would not say that Ford is alone in their attitude - most large companies operating production lines have a firm policy of not employing the under 18's because they claim the employee turnover rate is too high.

I congratulate those school leavers who are lucky enough to find work whatever that work is. In this area some may even be lucky enough to go on a Ford-sponsored YOF course before returning to supplementary benefit.

Sir - I read with interest of the activities at South Devon Technical College (TES, July 16).

I appreciate that Mr Aubrey Brown's views on the occult and his forms of expression are not those of everyone with a right to be heard in discussions about education. Even so, it would be valuable to have some argument given on the merits of classes in astrology.

Why are such classes held? Is it because astrology is a valid field of knowledge? Or is it an antiquarian study of how we used to throw clay? Presumably there must be some such rationale for the subject; it could be that the two alternatives are mutually exclusive, and students would be expected to have guidance towards one and away from the other.

Put more starkly, the question is whether astrology is a load of baloney (and if it is, why is it taught at all) or a serious study with all the seriousness accorded to cookery and life-saving? Or whether it is a serious study of cosmic forces.

RICHARD WILKINS  
General Secretary  
Association of Christian Teachers  
City Road  
London EC1

times, the  
circumstance 8 n.  
present time 121 n.

educational  
influential 178 adj.  
informative 524 adj.  
educational 334 adj.  
pedagogic 337 adj.  
scholastic 339 adj.

supplement  
increment 36 n.  
augment 36 vb.  
adjunct 40 n.  
make complete  
sequel 67 n.

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PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ.

## Interpreting facts

Sir - I note that Professor Wragg and Mr Trevor Kerry in their criticism (TES July 7) of the work of one research group at the University of Bath School of Education concentrated upon factual "errors" which they allege are made in a critical appraisal of the Teacher Education Project, and which at present is in the form of an advance report.

It can be argued, however, that "facts" cannot be so easily separated from "interpretation". We are interested in bringing to light the particular framework in which the "skills and techniques" approach of the TEP is embodied. We believe that the philosophical framework and values underlying research are often not made explicit.

The letter which Mr Kerry refers to was not from the staff of the School of Education as a whole, but from an autonomous group of four people only. It was also made clear in the advance report that the views expressed were not necessarily those of the department. I am therefore surprised that these two points were not "read" by the critics since they castigate us for our lack of accuracy.

If a piece of work is judged to be "bad" at least the grounds for criticism should be directed towards the major issues which are being raised rather than towards relatively minor points. We were concerned with the "root metaphors" and philosophical frameworks underlying a piece of research. I do not doubt that the TEP was a well-researched piece of work. But that is beside the point.

It is also beside the point to criticise our work in qualitative terms such as "more errors per square inch" and such phrases when the whole enterprise was one of interpretation and "deep" structures rather than "factual" in nature.

The critics have made much of the omission of the word "not" in our quotation from the text of the TEP. This is a genuine factual error which is regretted and has been amended. However, this error does not affect significantly the substance of the paper in which it occurred. I agree that seven-year-old children are often superior to university lecturers in that they can "read", and that we should all read more carefully.

to encouraging teachers and students to reflect upon their experience. It is the practice of lecturers in our department to do half a day's teaching per week in local schools. Thus any alternative teacher education course we might devise would be based upon our own current teaching experience and not merely upon the observation of others who "allowed their classrooms and procedures to be criticized".

MARGARET WELDHEN  
30 Church Lane  
Wingfield  
near Trowbridge  
Wilts

## Peace and conflict

Sir - Nick Wood's report on the World Studies Teacher Training Centre (TES, July 16) attributes to me the statement that "world studies is synonymous with peace studies". I do not deny the statement but feel that it has been quoted out of context and is, therefore, liable to be misunderstood.

In our conversation, I drew a distinction between "disarmament education" and "peace education" arguing that the current controversy has really been about the former rather than the latter.

"Disarmament education", I maintained, is specifically directed towards alerting students to the threat of nuclear war and to the means whereby nuclear catastrophe can be averted. "Peace education", on the other hand, is a broader, less value-laden term, concerned with issues of peace and conflict, conflict avoidance systems, the resolution of international and intergroup and interpersonal level. As such, it overlaps with and has a family likeness to a number of recent developments in social and political education, including development education, multicultural education, human rights education and world studies.

Multicultural education, for instance, concerned as it is with promoting racial harmony, teaching and learning about minorities and pre-empting the rise in a culturally-diverse society can be interpreted as a form of peace education given the above definition. Development education, which focuses upon Third World development and upon North-South relations (the "Brandt" issues) can, likewise, be perceived as being con-

cerned with peace/conflict issues. World Studies, which takes the "global village" - the interdependent contemporary world - as its root concept and seeks to foster education for world citizenship for international understanding, goals accepted by the all-party Parliamentary Group for World Government, is, also, in this broad interpretation of the phrase, akin to peace education.

DR D E SELBY  
Groby Community College  
Ratby Road  
Groby  
Leicestershire

## Achieving equity

Sir - John Howson (Letters, TES July 25) commenting on our article (TES, June 4) points out quite rightly that i.e.s.s. freedom to distribute their money would not be curtailed by a block education grant. The current proposal, as far as it is known, is unlikely to directly achieve equity by completely reducing disparities in provision between i.e.s.s.

But this does not mean that there would be zero effect. What might well happen, for instance, is that such a grant could check the widening of disparities by at least countering any further erosion at the "parsimonious" end of the i.e.s.s. expenditure spectrum.

It is worth emphasizing that it was this widening of disparities - rather than the differences *per se* - which alarmed HMI.

Interestingly, his consideration of a block education grant appears to lead him to the question of standards. We followed a similar path in responding to the Government's Green Paper *Alternatives to Domestic Rates*, and it resulted in us being eventually for national guidelines.

If one begins with the belief that every child has the right of access to what the HMI called "basic enabling programmes of education" then the way, in theory at least, to attain greater equity is to establish some national standards or guidelines - simple enough in theory, though admittedly difficult in practice.

ALAN CRISPIN  
Project Director  
FRANCIS MARSHEN-WILSON  
Research Officer  
Funding Education and the New  
Block Grant  
University of London

## Discordant notes

Sir - I read Carol Ibbett's article in Talkback (July 2) "Musical misgivings" with such astonishment that I feel bound to use in defence of peripatetic music teaching. I should have written earlier if I had not been so busy making quite sure my own pupils were ready both musically and mentally for their practical examinations last week.

I hope there isn't so much as a saccato dot in any of the music, or a word in the syllabus that has escaped my notice. And from discussions, at colleges, etc, among my professional colleagues, I know I am not alone in the amount of care taken in preparing candidates.

Carol Ibbett regards the School Services as "a godsend". However, individual music teaching is a highly personal and specialized affair and it is not enough to pack a child off to an unknown teacher. There is a big difference between parental interferences and parental interest.

It would go without saying that the teacher should be properly qualified. A teacher's diploma will not automatically confer the gift of teaching, but a properly qualified teacher would be unlikely to be unready to meet scale requirements, "eight years of scale requirements, eight years of scale requirements, eight years of scale requirements" etc for examinations. The HMI handbook is available in most public libraries and gives valuable information. Reputations are made very quickly, so parents should be aware of this.

Carol Ibbett describes sending her son to a "private tutor" as if this was some magical "Most" peripatetic teachers are private tutors also. Once a good relationship between parent, pupil and teacher is established, there should be no need to worry about the adequate preparation of a flat major scale or the preparation of and practice with an accompaniment when examinations are actually looming.

M CHAMBERS  
30 Cowbridge Road East  
Cardiff  
South Glamorgan

The peripatetic music service should be the "godsend" Carol Ibbett requires, and not only that, but the door to marvellous musical experience and opportunity that every teacher hopes to provide.

GILLIAN GROVER  
Bay Tree Cottage  
The Hill  
Crabrook  
Kent

Sir - Carol Ibbett's article "Musical Misgivings" (TES, July 2), left me questioning the standards of peripatetic instrumental teaching in our schools.

As a 1982 honours graduate in music and an experienced flutist, I have struggled to establish myself as a flute teacher and now have a number of private pupils but, as yet, no reasonably full vacancy in a school has arisen for me in this field. A number of my pupils have previously had flute lessons in their school, but have sought private lessons owing to their dissatisfaction with the peripatetic teacher that the school provided.

There is a lot of feedback from my pupils regarding their previous flute teachers and it would seem that Carol Ibbett's experience is not an exception, but an all-too-common state of affairs. It would seem that to remain in our schools under the title of peripatetic instrumental teacher.

Surely the efficiency of the peripatetic instrumental teachers should be frequently reviewed in order to allow some of the newer instrumental teachers a chance and to benefit school music-making generally?

ALAN STREET  
Sergeant, Devon and Cornwall Constabulary  
Babbacombe, Torquay

features

# Over the sea to school

Richard Garner finds teachers queuing for jobs with the country's smallest education authority

Very few education authorities can boast that their teachers' salaries bill is likely to go up by only £11,000 next year and that they have only reduced their teaching force by one.

There are not many either where school transport means a boat, or where there are no inspectors or advisers and only one education official. The education officer for the Isles of Scilly, Ivan Glover, is also the clerk to the authority and its chief executive. All four primary schools in his domain are Church of England controlled and the secondary school provides education up to O level and CSE standard.

Only five of the islands are inhabited and one of them, Bryher, has been sending its children by boat to the neighbouring island of Treasco, which is about 200 yards away, since its own primary school closed down in 1972. Statistics show that four and a half children make the boat trek to Treasco every day for their schooling (the half is a child who attends part-time).

"We supply a boat to transfer the children from Bryher to Treasco and arrangements are made for them to be met on the quayside," Ivan Glover explained.

By far the largest primary school is Carn Warvel on St Mary's island which has about 130 pupils. The school moved out of its Victorian buildings in the early 1970s when Mrs Margaret Thatcher was Secretary of State for Education and Science and was encouraging old schools to move into new buildings. The new school was officially opened by Prince Charles (in his capacity of Duke of Cornwall) in 1977.

Of the other three primary schools, Treasco, which covers two islands, has 18 children on roll, St Martin's nine and St Mary's eight. In all, the islands have the equivalent of 27 full-time teachers in the five schools - the majority of them at the secondary school. Only a few of them are Scillonian born and bred. Most, like Ivan Glover, have been wooed to the isles from the mainland.

A three-bedroom house can cost about

£45,000 and the islands' "inhabitants" include a fair number of second-home owners so teachers recruited to the Isles of Scilly's education service are offered accommodation with the job.

Children from all four primary schools on the islands mostly go on to the only secondary school and - because of the distance by sea between them - board on the main island, St Mary's during the week. At present, 26 children are brought over by boat on Monday morning and return to their out-island homes on Friday evening.

"One of the advantages of this education service is that you have got a very good pupil/teacher ratio," said Ivan Glover. "It is a system that brings out the best in the child and it is a fine place environmentally to be brought up in."

The secondary school provides the full range of O level and CSE subjects but those wishing to go on to A levels or further education have to go to the sixth form college at Penzance or the technical college at Camborne - both in Cornwall. The Isles of Scilly pay them a board, add lodging allowance of up to £30 a week.

The total budget for all the authority's services is £1,300,000 and the bulk of this goes on the education service. If any of the island schools need help from an adviser or psychologist, there is an arrangement with Cornwall County Council.

The education committee is made up of all the 25 elected councillors of the Isles of Scilly plus four co-opted members, one of whom is the head teacher of the secondary school. Recently, the islands' teachers asked for representation on the committee - and they have been granted one secondary school representative and one primary school representative. The schools have no governing bodies but their formation is currently under discussion.

The islands bear the distinction of being a no-party state - all 25 of the elected councillors are independent. "At the last four-yearly elections, we got a full council of 25 but there wasn't any contest," said Ivan Glover. "That's the first time that's happened."



Recently, however, things have hotted up. The education committee chairman resigned and the resulting by-election brought forward six candidates to contest the seat. The present chairman, Councillor Pat Greenlaw, is a painter and decorator and fisherman.

Ivan Glover came to the Isles of Scilly two and a half years ago. He was clerk to Middlewich urban district council for five years and deputy secretary to the Congleton borough council before taking up his present post. "You get a great deal of job satisfaction in this authority," he said. "Think small, is what we do over here."

The education service on the Isles of Scilly, however, shares many of the same problems that have dogged the service on the mainland. At present it is facing falling rolls and - because of this - made one teacher redundant at the beginning of the year.

Ironically, it shared the same distinction - or stigma maybe - with Bromley of being the first local education authorities to make teaching staff compulsorily redundant. "Our rolls had fallen from a maximum of 150 at the school to about 130. We expect them to fall again to probably below 100 in the next two or three years. The most unfortunate thing is that we can't redeploy here. It is beyond the capacity of the authority to do lots of things that are being done by mainland authorities."

Despite this problem, the authority finds no lack of recruits when a job advertisement is placed. The secondary school is currently looking for a new head of technical studies and so far 40 enquiries have been made about the post - and 20 of them have been translated into actual applications.

Ivan Glover reckons he spends about one day a week on his education duties. "We haven't got a large committee bureaucracy - we have a sub-committee system to make appointments but other than that the education committee deals with everything itself," he said. If it needs the services of architects or solicitors, the island authority goes to private firms in Cornwall.

Mr Lewis Stephens, the headmaster of Carn

Warvel, the primary school on St Mary's, reckons the smallness of the authority inevitably means there is better liaison between his school and the I.e.a.

He came to the island school as a head-teacher in 1969 after several years teaching in Hertfordshire, latterly as the head of a primary in Berkhamstead.

"Here, the teaching force is very static. The secondary school is rather more fluid," he said. The last time he had to advertise for a teacher was eight years ago. Most of the teachers at his school have been there longer than he has, the longest serving for 26 years.

There is not much contact between the school and the three primary schools on other islands. "Distance between us is short," he said, "but the sea makes a lot of difference. It amazes me how difficult it is to keep in contact."

One of the differences between children at his school on St Mary's and those at the primary school in Berkhamstead is that the island children are more frank and open. "They're less sophisticated but they're more accustomed to talking to visitors or strangers. On the mainland, one inhibits children from talking to strangers."

"Some have parents who have come here as teachers, doctors or clergymen but the great majority of them were born here."

"Also, the great majority of them go to the local secondary school from here and - at the age of 16 - go on to the sixth form colleges in Cornwall for two or three years. They don't tend to come back once they've gone. The tendency is for them to stay away down the island."

The school does try to break down the isolation. It arranges visits to the mainland - to places like Dartmoor, Exmoor and Dorset. Some children have also been on a week-long trip to France. But the major limitation facing both the primary and secondary school is the lack of opponents for school games.

"We don't often play games with anybody," said Mr Stephens, "although other schools do come across sometimes for cross-country matches against the secondary school."



The Scilly Isles.



features

# Keeping watch

Geoffrey Young hunts dragon and butterfly with a group of young conservationists

Twelve o'clock, high noon of a brilliant summer day. The best time to be looking out for dragonflies. And out looking are some WATCH club members on one of their regular field trips. Steering the group are teacher Chris Chivers (whose pupils from Ranvilles School, Fareham, make up most of the party) and Dr Jeremy Thomas of the Institute of Terrestrial Ecology.

But who is the expert? One lad, 14-year-old Gavin Shreeves, shines as a self-taught but utterly unselfconscious enthusiast of all things dragonfly. What fun to be with someone who can name every species you see, from the Emperor (a giant blue Hawker) to the lighter, iridescent Damselflies. With a grin of delight, Gavin points out a territorial skirmish between two Darters. Close at hand, a couple fly in mating tandem, and another skims the pond, laying eggs. A Darter seizes a Damselfly - and eats it. Another Damselfly chases a midge. They really are a bird-watcher's insect!

Rarities! With a magician's flourish, Gavin waves his net and one of the predators is itself caught, delicately held by its wings until identified, and then released unharmed. "A Scarce Ischnura," he says proudly, folding his net away. It says much about the changes in today's nature study that when asked what he thinks of collectors who kill their specimens, Gavin replies with frosty silence.

In addition to dragonflies, the children find some really glumptious mud ("Yeh, lovely") but with deer slots (tracks) across it. Fresh droppings catch their attention. But then someone finds a strange plant.

It is a sundew, with flat reddish leaves. It grows in boggy places, and gains its minerals by catching small flies. It is (of course) teased with a bit of grass. But it doesn't bite; it traps its prey with sticky hairs!

Says Chris Chivers: "Children are so close to things that they make marvellous observers." The sightings continue up to packed lunch time, with wild orchids seen, and even a fox.

It is great fun to be out, but there is more to it than that. A dragonfly hunt has another dimension. Because of their complicated life story, dragonflies are a signpost to the best ponds and streams, unpolluted and undisturbed. Sure enough, those dragonfly pools inspected by the Ranvilles WATCH Group were crystal clear, bustling with life of every kind. One even had a carpet of water lilies. Well, how many natural lily ponds have you seen in the countryside recently? They are few and far between, but dragonflies, and children in their turn, can locate such prime sites for the experts.

Jeremy Thomas firmly believes that school children make excellent ecological scouts in this way. And he should know. Last year, he helped WATCH to run *Butterfly Countdown*, a national survey of our common butterflies, in which 77,587 were counted. The children took

walks in woods, in fields, along hedges; and each walk was a carefully timed half-hour. Comparisons could be made. Old railway cuttings proved as important for butterflies as flowery meadows. But more than that - so many sites were well researched that Dr Thomas now has a "base map" with which to compare new counts, this year, next year - or in 50 years' time. Children made that possible.

Lunch over. Jeremy Thomas conducted the WATCH Group to some old grassland. From a distance, it looked a butterfly desert, but it was surprising how many could be counted once the walk started - brown ones, blue ones, skippers, pale Painted Ladies. . . in all, more than eight different species were seen during half-an-hour. Eight is a significant total, because (as found on last year's survey) it signals a good butterfly site, worth more investigation.

And if the site is previously unknown, that lengthier assessment is easy to arrange, because one of the strengths of WATCH is that it is also the junior wing of the county Nature Conservation Trusts - who between them now manage more than 1,400 nature reserves. As this expedition showed, WATCH can forge a splendid link between school children, teachers, and local experts - with a real end result.

Chris Chivers appreciates the safaris that WATCH helps him organize both in and out of school. The children can gain self confidence and explore for themselves; and that is vital, he thinks. "Even though my school is open plan, there is terrific formality," he says.

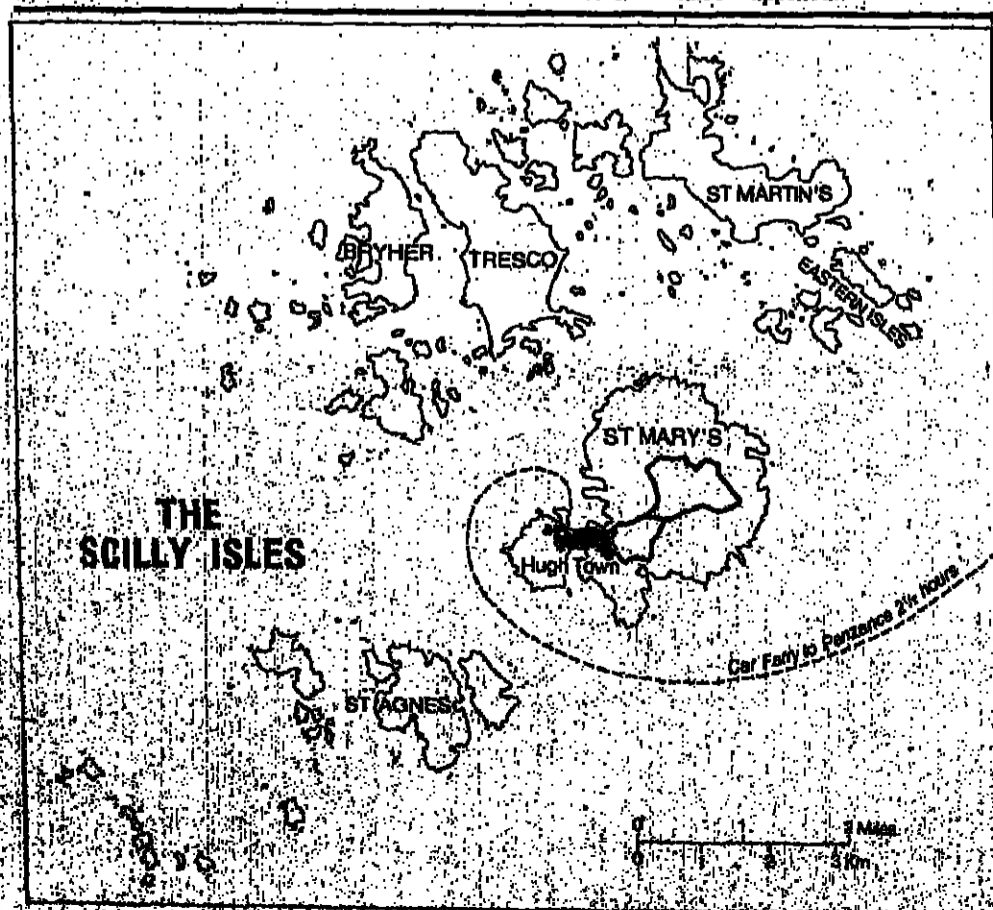
WATCH outings tend to be anything but formal. However, are they getting the conservation message across, down at the grass roots? Well, standing on that ancient turf, and thrilled by so many butterflies, one small investigator carefully said to herself: "This is a good habitat!"

In future years, something will surely be retained, of what nature and nature conservation really is about, along with warm memories of that happy day in the sun.

*The dragonfly survey continues all summer, and WATCH welcomes new volunteers. This summer also, WATCH takes butterfly counting a step further, by linking it with sponsorship, to raise cash for the Butterfly Year Appeal Fund and to help conservation work by youngsters. If you would like to find out more, please send a 22p stamp to: WATCH 22 The Green, Nettleham, Lincoln LN2 2NR.*

*You will be sent (by return) full colour briefings for the dragonfly and butterfly projects, as well as the latest copy of the WATCH Club magazine.*

*● WATCH is the national environment club for young people sponsored by the Royal Society for Nature Conservation and The Sunday Times and Geoffrey Young is its creative director.*



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# Talkback

## Future Shock

HILARY UNDERWOOD

However much one may be looking forward to retirement under normal circumstances, when it finally comes it has come of the elements of a shock. There is plenty of spare time to do all the things that were pushed out by working hours, but there is less money to do them with. The sudden change from a planned day to one with no set routine is difficult to accept. Many teachers I have known would willingly have done job-sharing after the age of 50 as a means of taking away the strain of dealing with classroom situations that now tire even experienced younger teachers, also as a means of growing more gradually accustomed to retirement. It would, of course, have to be job-sharing that did not lessen the pension.

There is ample warning of normal retirement and, therefore, time to give it serious thought. The compulsory early retirement, for whatever reason, catches people unawares. I still look back, after almost four

You just cannot escape education and culture. Even on holiday I am quizzed about my *metier*. Deep in the French provinces, the local carpenter interrupts his selection of suitable wood for a door that I need for my rural retreat. "You're a professor then, I hear. Myself, I have no culture. But my grandson... he's quick." He vigorously asserts the value of education and culture in this day and age, and insists on my agreement. Try as I might, I cannot turn his attention back to wood. "What after all is wood," he says, "compared with culture? You'll take a glass with me?" Why not?

Several Ricards later, it seems I've been invited to the village primary school where *his-belle-soeur* is *institutrice*. At the little school, she introduces me to 12 pupils. Each Marie-Claude and Jean-Louis shakes hands. They are neat and courteous, but unforthcoming. (Compare that style to Culture and Anarchy Comprehensive: "Ere miss, do's that geezer up the back?") All is calm and controlled, but somewhat reticent to visit English eyes. Copybooks, well-filled with careful handwriting, are proffered for my approval.

Word gets round. Another unsolicited invitation arrives, this time from the local comprehensive, the secondary school in the nearby market town. On arrival, I am greeted by a youngish, slightly harassed teacher of English. "I am from Paris... I'd prefer to teach in Bordeaux or Toulouse. But I was sent here. My *agregation*, you know... He shrugs his shoulders. His class of 15-year-olds are doing a course on (what else?) English "culture". To the teacher, I am a godsend, for this week's topic is "The English school". I am, in effect, the chief audio-visual aid.

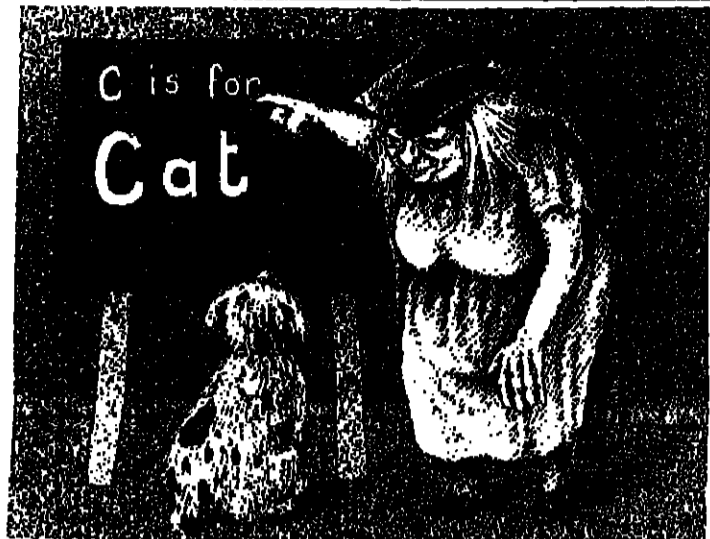
Each pupil has been required to prepare questions for me. They ask them in turn, starting at the front. We go through some routine bits about Big Ben, the Queen, Beefeaters, double deck buses, fog and bowler hats. As the questions move towards the back of the room, things begin to warm up. "What do you think of Madame Touch-air? What has she got against us?" This is a farming community; the teacher steers me to more apposite and safer topics than the price of lamb. "Do English pupils still wear school uniforms?" I think of Greenfields Comprehensive: grey shirts, grey trousers, grey ties, grey socks, grey everything. And the girls with hats? Or the head of a C. of E. secondary school, during the winter snow, sent girls home simply for wearing trousers, let alone jeans. Ladies, she said, don't complain or explain. Then I think of Jason (YES, March 26) on his rare visits to school sporting a sweatshirt with the words "School is a drag", of woolly Rasta hats, DMS, and the unilateral ear.

"Why", asks the next, "should they wear uniforms? What answer can I give? ... hangover of nineteenth century imperialism/militarism? ... elitist aspirations of lower middle-class parents? I mumble something about identifying pupils on buses and not showing outward distinctions between rich and poor.

At the other end of the scale I have found myself in schools where I have never even had time to sit down and eat my sandwiches. It is to be expected that a stand-in would work throughout the day and fill in any duties, uncovered. Yet it is sometimes hard to believe the absence managed to cram in quite so many duties in a week. Perhaps he is absent due to sheer exhaustion!

The experienced supply teacher is adept at translating the language used by the regular staff. "You'll find them a lively lot." Inevitably means that silence will be impossible to achieve; even to ascertain if you are in the right room. There are also the apocryphal stories, reminiscences over in your presence in an attempt to still your blood.

Setting work during a teacher's absence is an additional burden for a colleague and can, I am sure, be a nightmare. However, I do ask on behalf of all supply teachers that it



years, and wonder how I could have been prepared for this.

It happened in the midst of a busy school and home-life. A visit to the specialist, followed by hospital investigation, showed that a vocal defect had developed and the profession for which I had been trained and in which I was experienced, was finished. There was no time to plan anything. Every moment was used up coping, in a very limited way,

with school responsibilities and going through the process of applying for a disability pension.

It was only when the new term started and the local children were streaming past our house to school that I began to realize what retirement meant. No need to rush any more. There was a feeling of freedom to visit town centres and country beauty spots without the crowds until the weekend came or the school holidays. There was a wider choice

of dates for the annual holiday. Off-season rates were now available.

There were, however, many lengthy, purposeless hours. As well, there was a reduction in income which meant more careful planning of activities and expenses. The big problem posed by retirement, especially early retirement, is how to feel that you still matter to society in general because you do something useful in it.

Various suggestions were made to me, including evening classes for creative writing, day courses at the local tertiary college in typing and art. The classes did give some fulfilment but, at the back of my mind, as I didn't discover a new, real aptitude for anything, it all felt rather amateurish and frustrating. However, persistence in things that seem futile do eventually have a spin-off. Classes like these are a means of meeting people and beginning to know the world that you were teaching.

Something is needed to replace the companionship of colleagues at work. You also miss the young vigour of the pupils. Amusing though they were at times, they kept you in touch, whether you liked it or not, with their world and attitudes.

Anyone who retires on a disability pension has to come to terms with the disability itself. Life is going to

be more physically tiring than before. Friends help tremendously, although you have to recognize that their jobs and commitments haven't changed. It is surprising how many people who were on the fringe of your life gradually become an important part of it. The greatest help of all is a sympathetic, long-suffering husband or wife.

From this experience I think it is essential when you have a job to see that your employment does not swamp your life. There should be some side-line to develop should the need arise. Teachers could easily let their job take up all their waking hours including holidays. In the midst of preparation of lessons, correction of work; maintenance of standards by being aware of the latest ideas in education; organizing "field work" exchanges abroad; camps; attending meetings, filling in records, writing reports; a pause for thought as to what would be left if teaching became impossible may bring a complete blank. If this happens it is time to think of some occupation that does not depend upon the framework of school or pupils.

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"And are sports really compulsory?" "Well, yes," I reply. "But there are ways..." Should I describe Greenfields Comprehensive, where the pupils are herded out in all weathers to derive moral uplift from team games in the open air - everything except cross-country running through the woods, (now sadly abandoned due to an excess of flashers - not that the kids were especially perturbed)?

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AXEGRINDER

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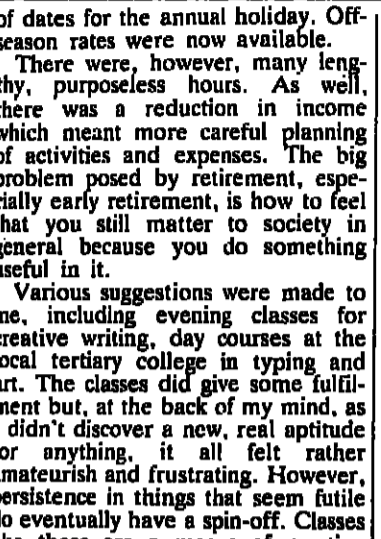
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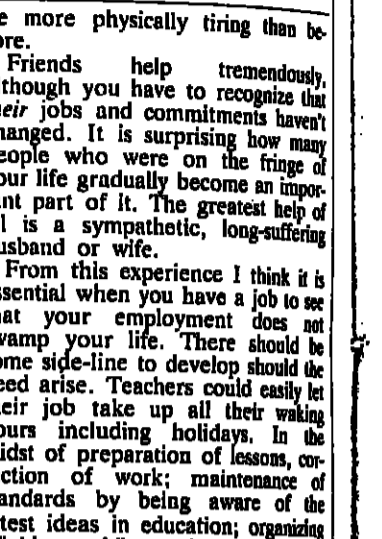
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Teaching English literature in the Third World is neither more nor less impossible than it is at home. Different problems arise however, and most of them can be traced to the fact that the readers seldom share the cultural outlook which informed the works in the first place. Literature does examine human experience but that experience is defined and determined by the prejudices, value judgments, and aspirations of a given society which is always situated in a particular time and place.

How, for example, can an African reader whose culture is communal, who has been trained to subordinate individuality to the common good, possibly respond directly to European literature which celebrates radical individualism and delights in the close examination of character? Romantic love between the sexes and the idealization of marriage is often as incomprehensible in some contemporary cultures as it would have been to our ancestors. Modern ironies, ambiguities, and negations which derive from our feelings of cultural alienation can be equally bewildering. In the case of a Third World audience such attitudes must be presented in their own historical contexts, as well as being compared with local cultural patterns before readers can either accept or appreciate a new work.

While we may be able to enjoy a joke about death or disease, not everyone is in the same privileged position or so disposed. Mark Twain's hilarious satire on the Victorian cult of death in the Grangerford episode of *Huckleberry Finn*, for example, is not at all funny to an African audience whose experience of infant mortality, and even of measles, is rather different from our own. A careful selection of reading material with a view to its cultural relevance and accessibility is certainly as important as sketching in the history of ideas and social background which originally brought the work into being.

Such a selection can, however, have the unsettling effect of shifting emphases from traditional choices and throwing authors, works, and even periods into unusual prominence. The Ben Jonson of *Volpone* and *The Alchemist* comes out ahead of Shakespeare, and Restoration comedy seems more "contemporary" than Beckett or Pinter. For different reasons *Paradise Lost* is more congenial to Third World readers than *Don Juan*, and post-modernist ones. Both the freshness of outlook which perceives our society and literature in new ways, and the far-reaching revaluations which are engendered, can be very exciting. The ambiguities and facile assumptions of received tradition are never more apparent than when viewed through alien eyes.

Making our literature more accessible to other cultures in terms of composition and technique is an even more difficult task than explaining the culture itself. Literary education in the West is based largely on a reading public which is familiar with litera-

ture in all its permutations through the media. Since anyone who has any interest whatever has a wide experience of artistic forms and effects, it is natural to presume familiarity and expect each person to analyse his or her own experience of literature. In Western societies the reader is expected to extrapolate the ground rules for him or herself. This is not always possible for readers in the Third World, for example, who normally belong to a non-reading public and all too often have had limited access to sophisticated media of communication.

If experience of narrative fiction is limited to the folk tale as performed orally, a triple-decker Victorian novel, which we might consider a straightforward read, already presents considerable difficulty. The concept of an extended and complex narration which cannot be taken in at a single sitting must first be accepted and the possible patterns of inner structuring demonstrated. The idea of parallel or contrasting plots has to be reconciled with the traditional patterns of local culture; while the strategies of time-shifts, etc as well as their effect on the reader's response must also be examined separately.

A series of discontinuous episodes or adventures, as one finds in *Joseph Andrews*, for example, doesn't make much sense to anyone unfamiliar with the idea that the immediate subject matter suggests an implicit but unstated theme or that all plots do not progress by the logic of cause and effect. And it doesn't help much to give the game away by saying that Fielding sketches in a satirical cross-section of English society. That nugget of information won't be of much use in arriving at the relationship of parts in *Gulliver's Travels*. What is needed is a grounding in the recognition of thematic concern, section by section, and in the relationship of theme to theme rather than plot incident to plot incident.

Nor are the purely aesthetic pleasures of allegorical or myth patterns so very obvious to readers outside our cultural conventions. Yet such concepts must be identified and demonstrated so that the reader commands a full range of structural possibilities. What the Third World reader lacks, more often than not, is a complete scheme or outline of the structures and strategies; of the techniques and effects, which operate in all literature. The aesthetic values and practices of a people must be understood, as well as their cultural pre-

Each year supporters provide another £1,000. The staff work as a collective and, while wages are low, commitment is strong. Keith Smith gave up a safe job with Britain's largest publisher Collins to work for TWP in the early days. "Our balance sheet shows that we've made a lot of publications available that simply wouldn't have been. And we've also broken many of the barriers between the various groups and development agencies in Britain - a War on Want member can now read an Oxfam publication and vice versa. But we haven't had much success in selling books to libraries and schools". Smith cites the conservatism of the major library suppliers and the sheer cost of mailing to schools as reasons for this, as well as the very patchy review and feature coverage received by their publishers in the national media (although there is a gradual improvement here).

Another problem is that many of the imported books from the south are unattractively designed (at least to British book-buying taste) despite their challenging content. The time it takes to receive books is also a problem - a recent shipment from Papua New Guinea took a year to arrive. Most of the books imported have been from English-speaking Africa - India has been quite well served by other distributors. TWP has not been able to distribute books in languages other than English although they did toy with the idea of opening a New York office for Latin American books in Spanish and Portuguese. Publishers range from the often-banned Raven Press in South Africa to the East African Publishing House, QUANGO.

This kind of publishing success has encouraged TWP to set up a regular "Third World Publishers Forum" to focus on marketing. A constant argument in these forums is whether the campaigning groups distributed by TWP should put more resources into publishing books rather than pamphlets: the latter are cheaper but the former are much more acceptable to the book trade and can therefore reach a wider audience. Two other initiatives that TWP are launching in this tenth anniversary year are a study of the Danish Association for International Cooperation (which has an attractive record in distributing books about the third world); and a Zimbabwe library scheme to equip war-ravaged libraries with books from other African countries; rather than from Europe. But money for such projects still remains the major problem. Keith Smith cast a rueful eye at the UNESCO Congress: "I wonder whether the money spent on such 'direct action' projects such as Third World Publications



## Through alien eyes

Richard Taylor looks at the problems of presenting English literature to Third World readers, and the unexpected illumination which can result

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## review

cepts and social norms, before their literature can be responded to with any degree of efficiency.

Even in our own schools, youngsters are often misled into thinking that a fully developed character is somehow a more valuable creation than a so-called flat one. Character development is all too often extolled as an end in itself when attention might better be drawn to the relationship between the degree of development and the actual function of the character within the fiction. In order to do this, however, the reader has to understand that characterization involves something more than what individuals do, what they say, and what others say about them. For a Third World audience one must explain our traditional archetypes, stereotypes, and caricatures as well as the conventions of naming, physical type, gesture, dress, etc which imply traits of character. Without an awareness of such devices and their connotations the reader's response is severely limited.

Problems of point of view and stylistic effects usually get even shorter shrift in the classroom and many readers never realize that the novel's distinguishing characteristic as a genre is as much determined by its method of narration (the narrator and implied value judgments) as by the organization of its incidents (the plot and its outcome). The whole question of genre classification, its logic and usefulness really should be explained at an early stage as well as the various possibilities of narrative point of view which directs the reader's attention from plot incident towards an underlying theme.

In the same way one cannot begin to discuss the texture of language without a technical grasp of style in the first place. Spotting figures of speech or the odd rhetorical device is no substitute for a thorough grounding in the ways that elements of style cohere into recognizable registers and finally into original and expressive styles. From the connotative and denotative values of words to images and figures of speech, from syntactical features and rhetorical devices to speech rhythms and musical patterning, one can build up a coherent overview of both techniques and effects on which a direct response to literature ultimately depends.

Readers from other cultures, and sometimes even those from our own, require such an explicit framework of ideas and cannot always be relied upon to develop their own. A schema must be worked out carefully and completely - a very rewarding process, however, because the urgent problems and exacting questions of alien readers cause one to rethink and re-evaluate received ideas about both the nature of literature and that of criticism. Success is certainly possible, but triumph can only be counted in terms of explanation for all the cultural assumptions and literary conventions that we accept so mindlessly and mindlessly purvey.

## Ideals into practice

David Berry describes an imaginative Third World publishing scheme

While UNESCO was declaring 1972 as International Book Year, a small attempt to put UNESCO ideals into practice took place in Cambridge. Jeff Francis set up the distribution of Third World Publications, in a boiler room in the sleepy village of Brixwell Salome. A few days ago 260 delegates from 80 countries met in London for the first UNESCO World Conference on Books, and Third World Publications celebrated its tenth anniversary.

Third World Publications (TWP) came out of the development movements of the late 1960s. At this time there was a shift in ideas about the Third World - briefly described as from hunger and charity to development. A lot of research was being done by groups like the Council of Churches, the Oxfam-funded World Council of Churches, and the Haslemere Group by helping us, schools, would be helping themselves. After all, helping called us in, it would be a pity not to get your moneys worth.

their own membership, and they weren't an economic proposition for a commercial distributor. TWP was set up to be this link - it would act not as a publisher but remain in the relatively hidden and unglamorous world of distribution.

Two years later, another aim was added - to import books published from southern countries and to introduce them to readers in the north. This had been tried by Haslemere in the early seventies - but abandoned as not commercially viable. With uneconomic aims and little capital, the surprising thing is that TWP has survived. Since 1972, they have distributed a quarter of a million publications from 76 publishers in 10 countries. They now have a head office in Birmingham and a branch office in London with a staff of five - helped by several volunteers. Last year the turnover was £45,000. The shortfall has been met since the start by small grants from charities, church groups and in 1974, the Ministry of Overseas Development.

Each year supporters provide another £1,000. The staff work as a collective and, while wages are low, commitment is strong. Keith Smith gave up a safe job with Britain's largest publisher Collins to work for TWP in the early days. "Our balance sheet shows that we've made a lot of publications available that simply wouldn't have been. And we've also broken many of the barriers between the various groups and development agencies in Britain - a War on Want member can now read an Oxfam publication and vice versa. But we haven't had much success in selling books to libraries and schools". Smith cites the conservatism of the major library suppliers and the sheer cost of mailing to schools as reasons for this, as well as the very patchy review and feature coverage received by their publishers in the national media (although there is a gradual improvement here).

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# The Tynan phenomenon

Reputations: Kenneth Tynan  
BBC2, Sunday July 25

This profile of Kenneth Tynan, in the series *Reputations*, turned out to be aptly titled. Its subject was not so much the man or his talents as the fame and notoriety he attracted to himself.

Linked by a functional commentary from Anthony Howard, and interspersed with all too brief clips of archive film, a number of celebrities attested to the Tynan phenomenon in all its manifestations. Tom Stoppard, Jonathan Miller, John



Kenneth Tynan. By David Bailey

Osborne, Harold Hobson and others commented on his limelight career, from his reputation in postwar Oxford, through his celebrity as drama critic in the fifties, to his notoriety as a one-man crusade against censorship in the sixties. This last was, of course, his most controversial phase, as it involved him in saying a certain four-letter word on television, writing in defence of pornography, and masterminding the erotic revue *Oh! Calcutta!*

Faced with such a varied career, the programme could not decide which element of Tynan to emphasize (intellectual or anarchist?), nor did it decide which of his many enthusiasms were more important than others. The things he admired and championed - grand acting, showbiz, *Look Back in Anger*, full-fighting, famous people - were dealt with under separate headings unrelated to one another. For example, the programme duly recorded Tynan's Pauline conversion to Brecht ("I'm a Marxist. I've just seen *Mother Courage and I'm a Marxist!*"), but apart from showing us a fascinating television confrontation with Richard Burton in evidence that not everyone shared his opinion, the matter was not discussed. But how did his Brechtian convictions fit in with his continuing unashamed adulation of what he called "high definition performers" like Laurence Olivier and Noel Coward? Because no one discussed his many enthusiasms in rela-

tion to each other - or him in relation to them - the unfair impression given was that he may have been credulous, even gullible. A large amount of interesting material was packed into this 60-minute film. The notable omissions from it were that famous occasion on the BBC in 1965 when Tynan uttered the unutterable (it was discussed but not shown), and the insights that might have been provided by Lord Olivier, who employed him at the National Theatre as literary manager and presumably knew him pretty well. But how well did anyone know him? The celebrities speaking about him in his programme betrayed little intimate knowledge of him. Did Tynan have friends - or did he just get to know people he admired?

The parts of the programme that were most valuable were those in which it was clear that Tynan himself was admired, and that he deserved admiration. After all, he was, like the performers he singled out for praise, a formidable presence at the top of his field. But whereas Tynan's talent was for describing precisely what it was that made his subjects great, this programme failed really to do the same for him, to define adequately the talent that was at the basis of Tynan's success. It documented all the fuss, but it didn't really explain what all the fuss was about.

Lynne Truss

# As well as can be expected

The Best of Health?  
Central Television, Thursdays.

"I wish I was home with Jesus," an old lady's voice, already disembodied, floated across office desks, telephones and shining floors of Birchfield Health Centre at the beginning of last night's programme. It was the first of six from Central Television on three GPs, their patients, their facilities and philosophies, their depression of unemployment, smoking problems kicked the series into life. Patients were typical inner city working class, certainly, but were the GPs who serve them?

The series' approach was avowedly optimistic. Researchers, one may think perversely, looked for "something good" in the NHS in the face of all the apocalyptic prophecies; something "supportive", and intending to be non-exploitative in their filming. They chose a Health Centre staffed by GPs, Health Visitors, social workers, and the statutory drug-receptionists, all aiming at the general ideal of people living happier, richer and fuller lives. People are "purely unhappy" Dr Cox said, avoiding that prison by early morning jogging and living outside Handsworth. He was fired with missionary zeal. Dr Pike had a calm

breakfast and a calm way of dealing with patients' tomato-growing problems and demands for Valium. He began as a rebel though: "Damn the lot of you!" he said to the professional units in 1956. Dr Gilbey is still young enough to be pure rebel, attacking the doctor-patient barrier with cheerful ease of manner and tremendous sympathy. She waved the dog goodbye and dealt with a death-wish of the depressed, the anxious, the disease-defeated. All three GPs actively involved themselves in the social worker's traditional domain. "I can't say, I'm sorry, I'm only a doctor. You go to see the vicar or the social worker" (Cox).

Director David Naden found three professionals to admire, set out markers for the entire Health Service in the commentary on social inequalities, the changing emphasis from high technology to personal contact, and the GP's multiple role as oracle, friend, physician. He also discovered for us individuals with insuperable problems for which there is no known cure. Programme 2 will show consultations with Jimmy, at 8 stone 3 pounds convinced he has cancer; a weekly visitor to whom Cox offers exasperated middle-class advice. "You've got to get up earlier... eat a proper breakfast... calm down... we've got to say no to you".

Was this the same Jimmy in a later programme found dead from hypothermia? There's the 35-year-old alcoholic for whom Pike is unable to prescribe drugs. Dr Gilbey's patient who's "lost" his Deredrin and wants more.

Programme 3 shows home visits to the hydrocephalic spina bifida baby, the bed-ridden geriatric, the chronic smoker threatening suicide against a background of bric-a-brac and his wife's anxious face. Rather late in the day, it fills in the roles of Health Visitor and social worker within the Health Centre.

*The Best of Health?* is accompanied by a booklet on how to get what you want from the Health Service; simple, useful advice and lists of addresses. But self-help won't cure the agoraphobics and addicts, the lonely in our society. And the programmes reinforce the truth that a service is only as good as the individuals who staff it. It's bleak, in spite of the personal courage and commitment of these GPs. The film-makers have dealt delicately with their people, named their political colours to the mast, chosen a model style of NHS care. We all wish Drs Pike, Cox and Gilbey were ours. But they're not, alas.

Jenny Oldfield

# Browse, touch, read

The twelfth annual Children's Books of the Year exhibition opens at the National Book League in Wandsworth on Monday August 2. During its two week run, there will be visits from artists - Anthony Browne, Michelle Cartridge, Jan Plenkowski - and storytellers - Rani Singh, Grace Hallworth, Brian Alderson. But at the centre of it all, there free for everyone to browse through, touch, taste, smell and even read, will be some 323 books selected by Barbara Sherrard-Smith as "the most worthwhile and innovative" children's books of 1981. Gluttons for punishment can wander into the NBL's splendid Centre for Children's Books and have a look at the 2,611 further books she rejected.

They will not, I think, find that much of value has been overlooked. The pithily written exhibition catalogue bears witness to the seriousness and sensitivity with which she has thought to her task. It also, while quite rightly emphasizing the good points of the books it lists, shows traces of a new rigour in its comments. Critics are defensively phrased, but they are there, and should prove an aid to discrimination. Of Mabel Esther Allan's *A Strange Enchantment*, for instance, we are told that "it is the flavour of the forties which distinguishes this novel from the run of the mill", but "the rather sentimental cover reflects the somewhat women's magazine level of the characterisation". In general the annotations give a summary of what each book is about, and idea of its flavour, and a hint of its likely appeal. They are well separated into the usual sections (fiction by age group, non-fiction by subject) though it is irritating to find two volumes of Rosemary Sutcliffe's Arthurian trilogy listed 30 pages apart.

1981 turns out to have been a better year for children's books than I, at any rate, had thought. If there were no classic novels, there were several fine books from established writers - Jane Gardam's *The Hollow Land*, John Rowe Townsend's *The Islanders*, Jan Mark's *Hairs in the*

*Palm of the Hand* - and some promising first attempts: Michelle Magorian's *Goodnight Mister Tom*, Alan Spooner's *Rainbow Cake*, Alison Rush's *The Last of Dan's Children*, Ian Strachan's *Moss Beech*. There were also a number of "big" books from famous names of which Tommy Steele's shoddily sentimental *Quincy* - selected by Barbara Sherrard-Smith in a moment of aberration - was the most wholly without value. As for picture books, we had Janet and Allan Ahlberg's warm and enjoyable *Peepo!*, Maurice Sendak's thrillingly disquieting *Outside Over There*, Anthony Browne's brilliant contemporary *Hansel and Gretel*, and Charles Keeping's bloody but inspired commentary on Noyes' jaunty melodrama *The Highwayman*. And our two great children's poets both provided treats: Charles Keeping produced a richly varied miscellany in *The Ballad of Aucassin and Nicolette*, and Ted Hughes cast a cold and piercing eye on the animals *Under the North Star*.

These are achievements we ought to celebrate; the NBL's exhibition gives us a welcome chance. And while the adults dispute why Selina Hastings' *Sir Gawain and the Green Knight*, superbly illustrated by Juan Wijngaarde, is not on the list, and whether Robert Westall's Carnegie-winning *The Scarecrow* ought to be on it, the children can discover the authentic voice of the storyteller, in one of my books of the year, Naomi Lewis's *Hans Andersen's Fairy Tales*. "Listen now! We're going to begin our story. When we come to the end of it we shall know more than we do now."

Nell Philp

Children's books of the year 1981, selected and annotated by Barbara Sherrard-Smith, is published by Julia Macrae £4.25.

Further information about the exhibition, which will travel to other venues, is available from the National Book League, 45 East Hill, London SW18 2QZ. 01-870 9055.



Pauline Solven in her workshop

# Crafty look

Making It.  
Crafts Council Gallery, 12 Waterloo Place, London SW1, until September 12.

All 18 young craftsmen being introduced here have benefited from grants of one kind or another, and most of them from the Crafts Council, which says something about the nature of their work. For what characterizes the greater part of it is less a concern for utility and practicality than the desire to achieve originality and aesthetic appeal. Both Jakk Dehn's table, with its wooden cloth for a top, and Helen Cowie's soft Venetian blind of padded polyester and cotton, could have come from within a decade, Janice Tchalenko-Clea Oldenburg, while Dennis Farrell's ostriches, for all their decorative robustness of Pollock, set beside these two, David Estlin's undoubtedly novel jewellery can only appear very rare indeed.

Sara Radstone's potato crisp tin pots or Alistair McCallum's richly coloured metal boxes should serve a useful purpose, at all. What it does suggest, however, is that in our highly technological, very standardized age the idiosyncratic and even the bespoke are still qualities and demands that need to be satisfied. That the gap between the commercially multiplied and artistically unique can be bridged in the practice of what they do is clear to see in two of the three established craftsmen whose work and careers stand at the centre of this instructive exhibition. Where Pauline Solven has passed from a founder-member of Covent Garden's Oldesthouse to a studio and workshop of her own within a decade, Janice Tchalenko can grow up to a hundred pots per day and still create plates with the decorative robustness of Pollock. Set beside these two, David Estlin's undoubtedly novel jewellery can only appear very rare indeed.

Michael Clarke

# Fundamental conditions

The Golden Bowl  
Common Stock Theatre Company

The redistribution of wealth is a task not without serious problems: it would seem as far as the aquatic heroes of *The Golden Bowl* are concerned. Reconstituted at this new production by the BFI, the play is a daunting array of social, and moral issues which may leave younger members of the audience a little bewildered. Based in west London, Common Stock was on their home ground at Bonington School, White City last week. Despite chilly jets and a nearby "tiger" motorway, their aim was to give an open-ended, and far from traditional, view of their production:

this community theatre group discussed ideas in workshop sessions with local children. Kate Vande-grift wrote the story after talking to some of the Bonworth children, and much of the cast seemed familiar faces to many of the audience, so it was all a very friendly affair. The play though seemed rather incoherent, in trying to cover too earnestly too many of the "fundamental conditions of our world". Cordeila Biles, the pretty young heroine has many other beautiful admirers; she likes sweets but doesn't want to get fat (at 14 only). Mum makes her drop all her riches into the golden bowl where they pollute the environment of Solly and Sid, her pet goldfish. When Cordeila meets a vagrant, she learns the difference between stinking and

starvation and gets fat, thus unloved, but she ends up happy as the fat lady in a circus. Thus we have elements of: sexism, greed, materialism, environmental pollution and injustice. Nevertheless it was all entertaining stuff: scenes of pantomime and slapstick, funny noises, lively and imaginative props, silly costumes. There seemed to be an active discouragement of audience participation which was a pity as the children clearly wanted something to shout about. This was one of the first shows in a formidable schedule of about 10 London venues until September. By then the performers may well have upped a little as they respond more readily to eager young audiences.

Christopher Denton

# Journey through India

Aditi, Barbican Art Gallery until August 22.  
Admission £2; children, students, OAPs 70p; special rate for pre-booked school parties of 30 or less. Guide sometimes available for pre-booked parties.

Superlatives fail me. Or, as one excited teenager cried to her teacher: "It's really good, have you seen the puppets?" A lovable, wonderful combination of objects and performance. *Aditi* lives up to its Sanskrit meaning of abundance, fertility. If you can possibly spare an hour or two to immerse yourself in this recreation of an Indian life cycle, and, better still, take a class or your own children, do so.

In a specially created environment rather reminiscent of the small terracotta-coloured rooms of an Indian village hut, the organizers of the show have planned a journey through traditional life of India. Objects do not receive the intensive labelling of other exhibitions; they lie casually grouped as if by someone's hearth or bedside. The effect is to shift our focus off the short-sighted reading of labels on to the cavalcade of the whole. Accompanied by the true music of desert singers and street musicians, nostrils twitching with the smell of incense and *bhids* (Indian leaf cigarette beloved of workers), the visitor strolls past ancient stone statues and devious Moghul miniatures, on the opening theme of "coming of age," into a room full of the impedimenta of the adult state: combs and pots and ovens, rolling pins and oil lamps. It is quite a girl's exhibition this, for its focus on the family and reproduction gives the woman pride of place, and how graceful and accomplished the women are. In the same space occupied by clay figurines of a village celebration the visitor finds two real women, one dextrously painting a mural and one kneading clay for sculptures as they do before weddings in Bihar.

This translation between realia and reality is so well managed that the only shock is of delight. Whilst the street musicians play out their wedding songs, the visitor moves past the recreated nuptial chambers of village and Nawab, by eloquent statue, ornately decorated gifts, taking in along the way a potter of votive horses, a lady who paints processionary papier mache figures and a small and eagerly friendly tie-dye artist. Past wedding to birth and a painter from the south paints the green bangle ceremony on glass before her eyes. At this occasion a woman in the late stages of her first pregnancy invites all her female acquaintances round to watch her buy lucky-green bangles. Past birth we move to the small baby, and such an array of bird mobiles and swinging cribs and carved rattles from the intricately carved ivory bangles fitting to the offspring of that richly brocaded Nawab's bed to the ephemeral gaiety of a raffia rattle for a village child. Juxtaposing these objects from all over the country, from differing social classes and even from the different types of culture (Hindu, Muslim, tribal) the organizers have managed to create a real sensation of the richness of Indian experience.

As the visitor moves up to the second floor - the "promised world" of the child and chockablock of the most Aladdin's Cave selection of toys she ducks under huge embroidered horses and elephants from Rajasthan whilst Rajasthan desert balladeers strum their songs and a woman weaves raffia figures to place on her raffia Tree of Life. Up here there are the puppeteers, the tumbler and magician of any village fair. Here are model soldiers constructed at infinite pains from metal and bone, tractors made from soap packets and camels made from matchboxes. The child's world and the adult world are one.

In a village in Bengal a simple man taught children for 30 years to learn by playing with what lay around them. That school has been re-created here, not only in the little but transplanted with its few objects,



Orientation is a fascinating collection of images from Indian popular art to accompany the ICA's season of Hindi Pictures: films from the largest film industry in the world. These lurid pasturing village maidens, film sirens or holy men which dominate public places in India are here entertainingly explained with captions. "At the moment" says the calendar artists, "the elephant god Ganes is Number One and Rama and Sita are on the way out." Also riding high are Mrs Gandhi, Sai Baba the miracle worker and the extraordinarily fleshy Hema Malini. This India, gaudy, haunting and sensual is pleasantly contrasted with some avant-garde mural cityscapes, also in difficult colour-limited black and white photographs. On till August 11.

Victoria Neumark

# All the fun of the fair

Battersea Festival.  
Battersea Arts Centre, Lavender Hill, London SW11.

Ben Jonson would have approved. Not even Bartholomew Fair could boast the range and diversity of Battersea's Summer Festival. The cultural three-ring circus, running until late August, has brought together just about everything that's good in community arts. Films, shows, workshops, exhibitions, dance and music have been overflowing from the Arts Centre, Lavender Hill, London SW11, for the past few weeks. "Already over are an Indian Week, part of the great Festival of India in London - dance, Indian film and

Jatinda Verma's play *Scenes in the Life of...* - and a six-day binge celebrating ten years of the feminist magazine *Spare Rib*. Still to come are the final week of a Children's Festival and - an enterprising scheme this - London previews of more than dozen plays scheduled for this year's Edinburgh Fringe. Clown Cavalcade and the excellent Soapbox Children's Theatre with their new Wild West comedy are among the events lined up to provide all-day entertainment for 5-12-year-olds. Unbeatable value the Children's Festival is too, with tickets for any morning or afternoon session at only 30p. (Bookable in advance on 01-223 8413.)

Warming-up for Edinburgh are some nationally-known companies: 7:34 with John McGrath's new play *Rejoice!* (19 and 29 August) and the National Theatre of Brent, now joined by their own Orchestra, with a low-budget, small-cast *Cotterdammery* (18 and 19 August). Add to that *Think Pink*, "a new Broadway musical" and "Jazz swing comedy" and it's easy to believe Battersea's claim to be presenting "the best of the Festival" - if only someone could have managed a Military Tattoo we could all have stayed at home. (Tickets and information from the Fringe Box Office, Criterion Theatre, Piccadilly Circus.)

Hugh David

# Irresistible forces

Spit at the Wind.  
By Gill Randle.  
Theatre, Jackson's Lane Community Centre, Highbury, London, N6.

When 20 theatrically inexperienced teenagers stage a three-hour epic about the paradigm of popular resistance as the major force against the state, we pause to universal destruction. We expect, but take it seriously, more important than the most pompous offering from a professional company of a classic from the present period. *Spit at the Wind* (the author, the Royal

Court Young Writers Theatre) in *Spit at the Wind* created an elaborate vehicle for passionate convictions. It has the virtue of being generous containing as it does at least a dozen major parts, and because this is the sort of requirement professional theatre is increasingly unable to meet, the actual inclination of youth to take-up this kind of play is met by their unique capacity to do so. Jackson's Lane Youth Theatre, under the direction of Lynda Brennan, have, in their first production, blazed the way for young groups all over the country to activate their communities by a means immediately at their disposal. However, the plot could be improved - there are places

where the energy can get lost rather than embodied in the action - and a clarification of the relation of dream to reality at certain points. The essential situation - that of the corrupt sinister doctor and a vagrant herbalist - does contain a certain potential for misunderstandings. Nevertheless, with perhaps more music next time, but with performances as impassioned as we had here, this play is potentially a winner, and should be looked at by groups ambitious to produce theatre that is more than just entertainment.

Bradley Winterton

# Tradition and change

Andrew Pegge at the ISME conference

Even before it started, the fifteenth ISME biennial international conference, held in Bristol this week, found itself at the mercy of circumstances beyond its control. The president of the International Society for Music Education is an Argentinian, and he and his delegates not surprisingly failed to materialize. More crucial, perhaps, was the imminent shut down of British Rail, likely to have left many foreign delegates stranded at Gatwick and Heathrow.

Things went ahead, however, helped in no small measure by a typically British ability to improvise. Part of the excitement of this conference has been an atmosphere hovering between control and chaos in which an admirable team of organizers was frequently hard put to it to contain the more blatant excesses of nationalist pride. In a sense, its mood has been an interesting reflection of its theme: Tradition and Change in Music Education.

The theme was illuminated daily in a series of "keynote addresses" delivered by distinguished speakers. Professor John Blacking, of Queen's University, Belfast, and Bennett Reimer (the USA's leading commentator on the philosophy of music education) both presented suitably inspiring viewpoints on society and education respectively, while Vsevolod Zaderatsky of the USSR offered a somewhat incomprehensible dialectical approach to tradition and change in music. It was at least based on some degree of intellectual cogitation, which was more than could be said of many of the other lectures I heard, both in the early morning ISME commissions and the afternoon special study sessions.

The study sessions did allow delegates to follow through one of a number of topics for the duration of the conference - multicultural music education, jazz and popular music in education, string teaching, piano performance, teaching and composition, music in tertiary education, the singing

voice, early music and the composer in education. Many of these reflected current concerns in this country, and indeed current strengths of our system. In many sessions practical demonstrations and participatory workshops took place.

Tradition and change was further emphasized by the ubiquity of jazz, popular and folk music, both in lectures and concerts. Few were prepared to deny its validity, though it appeared that many were unsure about how it should be used in educational contexts. The study sessions offered some good ideas, but no clear rationale. The impact of the mass media seemed to be not so readily accepted and there were some gloomy accounts offered of their effects. Almost as if to reinforce these fears, amplification for speakers and performing groups had a disturbing tendency to intrude, as did the flashing of those visual media menaces, cameras.

Performing groups suffered especially, and there were great numbers of these - as many performers as delegates, indeed. Thus, while intellectual indigestion rarely became a serious risk, cultural indigestion certainly was. Lunchtimes offered daily up to nine different recitals, and the evenings were devoted to performances of a new opera by Raymond Warren - "In The Beginning" - and Britten's "Rape of Lucretia".

Composite programmes in the Colston Hall featured youth choirs from Denmark, Hungary, New Zealand, Finland and the West Indies, orchestras from Germany, Britain and elsewhere, folk ensembles from Bulgaria, Japan, Africa, Mexico and Poland. It was these latter groups in their carefully formalized presentations of what must once have been music and dance of a spontaneous and living tradition that neatly encapsulated a paradox of the conference theme: tradition is change. Presentation changes the nature of the material.

# Heroic deeds

Developing out of first year drama club work on the theme of monsters and a related "action script", Heysam High School's production of *Beowulf* did credit both to pupils who had never acted in public before as well as to its two directors.

The studio in which the drama was staged was effortlessly transformed from Frothgar's heroic Hall to Beowulf's court, a battleground, a Viking hall and a cave. Effective use of lighting, music and sound effects created a credible background for the unfolding of heroic deeds in a land where tribes were surrounded by ferocious enemies only too ready to pounce on the first sign of weakness; where the climate was horribly harsh; and in which belief in the supernatural was part of everybody's way of life. The temptation to glamorize the warrior Geats and Beowulf himself was commendably resisted: an instant we were presented with a group of brave, but not superhuman men, who were at times reluctant to face yet another battle or monster.

The two dragons were impressively terrifying - particularly the giant shimmering, silver "worm". But greater use might have been made of a more highly stylized approach to movement, and the same criticism could be levelled at the Runemaster and the Poet. As for the swirling crowds of Danes, Oarsmen and the Geats of band - at times all these were quite excellent, but on other occasions they let themselves down through lapse in concentration.

There were some impressive moments in this production - notably the battle scenes and the funeral pyre at the very end. The acting also deserved commendation with Beowulf, Wiglaf and Unferth giving particularly thoughtful and imaginative performances. The bones of a first-rate play were there for all to see: it only required a greater degree of conviction and zest from the full cast to make the whole thing come completely alive. Next year's production will be something to look forward to.

Lesley Lancaster

After the success at the 1980 London Film Festival of *Napoleon* (which can be shown, at the correct speed and with the musical accompaniment, on Channel 4.

Impressions of Paris seen through the eyes of its painters. This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contains the city with all its contradictions of the streets, and goes to today, in photographs that offer the essential character of the city. Available from loan to loan 50p each. See also *Impressions of Paris*. Apply to: TIME OFF LTD, 25 Chester Ct, London SW11 7BQ. 01-235 8076.

Sue Lerman

Impressions of Paris seen through the eyes of its painters. This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contains the city with all its contradictions of the streets, and goes to today, in photographs that offer the essential character of the city. Available from loan to loan 50p each. See also *Impressions of Paris*. Apply to: TIME OFF LTD, 25 Chester Ct, London SW11 7BQ. 01-235 8076.

# What are children's rights?

Richard Pring on a very contemporary problem

Children's Rights: a philosophical study. By C A Wringle. Routledge and Kegan Paul. £12.50.

I am presently questioning the right of the head teacher to insist that girls be allowed to wear tights only if these are flesh-coloured and that boys be allowed to cover their knees only upon reaching the age of eleven. And this issue will be raised at the next governors' meeting. With the benefit of Wringle's book, however, I know that the governors, before addressing themselves to the substantive issue of the colour of my daughter's tights, will first have to sort out what is meant by "right" and to make some very important distinctions.

This is a significant book. It starts with a fascinating account of the importance attached to children's rights in the 1960's and 1970's - especially by the children themselves. And although some of the claims sounded preposterous at the time, they raised questions about previously unquestioned practices. What was often taken for granted now needs to be justified - the obligation to wear uniform, even to have to go to school, to pursue some studies rather than others, to accept the rules laid down often arbitrarily by head teachers. A defence against such apparent obligations, and especially against the forces that impose them, would be to insist upon one's rights. But "rights" are often not enshrined in law. Indeed it is by appeal to rights of one kind or another that the law is seen to be defective. What then are "rights"?

First, Wringle tells us what they are not. They are not to be equated with the possession of power - because the appeal to "rights" is often a request for moral recognition in the absence of power. Nor are "rights" simply the correlation of others' duties - as the rights of a being derivative, as it were, from the duties of y. Nor are they simply

entitlements established by a system of rules which define what is or is not permitted. What they are, however, remain unclear. The reason for that, according to Wringle, is that it is a mistake to expect simple answers to apparently simple questions. And in this case "the expression 'A has a right to...' (and consequently the term 'right' itself) may be used in not one, but a number of ways". To understand "right" one must see the different uses it is put to and the different sorts of rights there are, each type being justified in quite different ways. That said, one can proceed to the many distinctions that Wringle cleverly produces.

I find this however, most unsatisfactory. Rights are not "things", part of the furniture of the world, like mountain or tables or chairs. Their existence does seem logically tied up with rules which establish those rights and thus with social conventions, whether explicit in the legal system or in moral codes or implicit in the ways in which people treat and relate to each other. In the absence of such a framework of rules, however loosely and implicitly defined these are, then "rights" assume a rather strange metaphysical existence which no amount of subsequent distinctions seem to dispel. And this is important because, if true, one cannot ultimately look beyond the particular social conventions to see what one's "real" rights are.

However, the distinctions that Wringle makes between various kinds of right are well argued and do affect how one might justly different rights claims. First, we need to distinguish between positive and legal rights. Secondly, amongst moral rights, we need to distinguish (a) general rights held against everyone (b) special rights which an individual holds against specific individuals, and (c) welfare rights based on "just claims of need". General rights break down into rights of freedom (both to act as one wishes, within of course certain moral constraints, and to enjoy protection against wrongful interference

of others) and rights of participation in those areas of social life that affect one's well-being. Special rights arise from transactions or role relationships (for example, those of parent, daughter, teacher, pupil).

These distinctions are argued for in the relation to adults as mature persons. But they apply equally well to children, unless it can be shown that, by reason of the immaturity of childhood, certain rights should be withheld from him. And therein lies the force of the book, for it is difficult to see rationally how there is something so distinctive about children, in the later years of schooling at least, which makes them so very different from adults in respect of their claims to pursue these different kinds of rights. Two aspects of childhood are stressed - limited rationality and material dependence. The former is the more important, and yet a child's rationality is rarely that much more limited than that of the average adult by the time the child reaches his or her teenage years. I doubt whether the regular reader of some of our tabloids can claim any more rationality than the reader of "Jackie". I would prefer, for instance, my nuclear future to be in the hands of my 10 year old daughter than in those of the "mature adults" who presently exercise the right to press the button. Certainly most children have enough rationality by 8 or 9 to decide upon the colour of their tights or the length of their trousers. Possibly material dependence would limit their rights to choose how much to spend on clothes, but surely not what patterns these clothes should have.

The book is well researched, reflected in the extensive footnotes. It is thoroughly philosophical throughout. It is clearly written, though the tight argument prevents one from quickly skimming through it. I do not know what the school governors will make of it, but thanks to the complex world it has opened up, our next meeting will be longer than I had expected.

Richard Taylor is Professor of English and Comparative Literature at the University of Exeter. His book *Understanding the Elements of Literature: Forms, Techniques, and Literary Conventions* has just been published by Macmillan.

Nicolas Walter is General Secretary of the Rationalist Press Association. E C Wringle is Professor of Education at the University of Exeter.

# Still on the obstacle course

Social and Moral Education. By Peter McPhail. Blackwell. £14.50 and £5.50. 631 12792 5 and 631 12947 2. Sex, Politics and Society. By Jeffrey Weeks. Longman. £11 and £5.95. 582 48333 6 and 582 48334 4.

The formal movement for moral education in this country is 85 years old, but its progress is still obstructed by two obstacles. One is the absence of any significant course from the examination curriculum, though there is much doubt whether such treatment would have the desired effect. The other is the presence of statutory religious instruction in the curriculum, which preserves the sectarian bias in the treatment of moral issues. Nevertheless, much theoretical and practical work is being done in this area, and Peter McPhail has been producing both kinds of such work for 15 years, especially as director of the moral education projects by the Schools Council and the Health Education Council.

*Social and Moral Education* has two strong advantages over many books in this area. One is that it looks beyond the boundaries of purely religious and indeed of merely moral education to the wider sphere of social education, which is what the subject must become if it is to have any real effect. The other is that it is written for ordinary teachers - and parents, and even children - who may know nothing about the subject beyond their own experiences and prejudices, and who don't want to be either mystified by technical jargon or manipulated into any particular position.

After an introductory survey of the history of ethical theories, there are discussions of current challenges to moral education and of various reactions to them, of current theories of moral development and of children's actual behaviour, of the teacher's role and teaching techniques, and of health education. A concluding chapter considers the future of social and moral education, and manages to be both realistic and optimistic. Perhaps the most important point made in this valuable book is that there is going to be some kind of moral education whether there is formal moral education or not - that is, children are inevitably educated by their parents and peers and teachers and administrators in various directions, whether moral or immoral or just amoral. Perhaps the most important point missed is that formal moral may become as useless and even dangerous as formal religious education has often been.

One essential component of moral education is sex, whose treatment is often symptomatic of the difficulty facing the whole subject, whether in a unitary or in a pluralist society. Attitudes to sex vary so much from age to age or from group to group that no approach seems satisfactory, and emotion runs high in every direction. Jeffrey Weeks has done much research on the history of sexual politics, and *Sex, Politics and Society*, the ninth volume in the "Themes in British Social History" series, covers what the subtitle calls "The evolution of sexuality since 1800". The book is a synthesis of a great deal of recent work in this area, and contains a great deal of information, but it is limited by its rather oppressive academic tone and its rather obtrusive political line.

Nicolas Walter

# Developing psyches

Child Development: A First Course. By Kathy Sylva and Ingrid Lunt. Grant McIntyre £9.95. 0 86216 053 7. £3.95, 0 86216 054 5.

Tutors responsible for introductory courses on child development will have agonized about what to include and what to leave out. Students' examination scripts at the end of the course can too often give evidence either of superficiality when too much has been covered or of uncritical acceptance of theories when the course has been restricted to a study of the work of a few major psychologists. Steering a course between the Scylla and Charybdis of these two extremes is not easy, but Kathy Sylva and Ingrid Lunt seem to have achieved it in their book.

First, the book is restricted to emotional, social and intellectual development from birth to ten years: there is no discussion of physical development, for example, nor of development during adolescence. Second, within each chapter discussion is restricted to a few major authorities and does not attempt to deal with recent work in any substantial way. For example, one chapter deals almost exclusively with Freud's theory and some of his case studies, but does not discuss later psychoanalytic studies that modify Freudian theory. In some other chapters more recent work is mentioned but in a limited way to acquaint the student with the most important criticisms of a major theorist; a chapter on intellectual development is devoted mainly to Piaget but includes a short discussion of the studies of Peter Bryant and Margaret Donaldson and the modifications to Piaget's theory that follow from them; a chapter on mothering emphasizes Bowlby's account of deprivation but includes a discussion of criticisms arising from the work of Rutter and Schaffer.

Sylva and Lunt are also concerned with developing more general critical skills in students and to this end they devote considerable space to discussion of research methodology. As the work of a particular psychologist is presented in the text his method of investigation is set aside in a box and discussed in terms of its usefulness, appropriateness and limitations within the context of the methodology available for technical or ethical reasons and the historical context of the kinds of questions with which psychologists at the time were preoccupied. In addition, Part Three of the book is entirely devoted to a discussion of the strengths and weaknesses of the methods set out in the boxes. It is an approach which should avoid superficiality in students' understanding, even though the range of theories and research covered is limited.

Joan Tamburrini

# Echoing all the octaves

Kevin Crossley-Holland

The Sun, Dancing. Christian Verse compiled by Charles Causley. Kestrel Books £6.95. 0 7226 5593 2. In Praise of Our Lady. Edited by Elizabeth Jennings. With a foreword by Cardinal Hume. Batsford £4.95. 0 7134 4087 2.

The anthology is divided into short sections - "Creatures and the Kingdom of Christ", "The Childhood of Christ", "Saints and Prophets" and so on, each prefaced by a half-title and a witty illustration by Charles Keeping - and one of its strengths is the amount of good and unfamiliar poetry, especially contemporary poetry, to be found in it. Ranged alongside the great masters, Milton and Herbert and Hopkins, are ninety poets represented by 150 poems. It is unthinkable that any imaginative child, confronted with this book, should fail to find flash-points, poems that lead to a fuller understanding of the Christian faith.

That said, and bearing in mind that it is always easy to field a substitute team, what is missing? Why are there no Old English poems, not even "Caedmon's Hymn"? Why no early Irish and Welsh lyrics, some of them captivatingly fresh narratives? These omissions are odd in so far as there are translations here from German, Polish, Spanish and Portuguese and specially commissioned translations - effectively colloquial they are - from Piers Plowman. Why so very little from the Miracle Plays and so few of the superb, simple and direct medieval lyrics? Above all, why are there virtually no Marian poems? This is a real shortcoming, speaking from literary, representative and

ecumenical viewpoints. I cannot conceal some disappointment in this anthology, perhaps exaggerated because my expectation was so great.

Despite the photographic jacket appropriate to the papal visit but now looking like a leftover, and despite total absence of design, *In Praise of Our Lady* consists of a selection of Marian poems and pictures of consummate power and grace ranging from the thirteenth to the twentieth century. A number of contemporary poets (but not artists, saving Rouault) take their place alongside Southwell and Salvati, Byron and Boninsegna, Donne and da Vinci, but one regrets the absence of a poem by the editor herself who has written some of the best religious poetry in English in our time. In her new collection, *Celebrations and Elegies* (Carusae) there is a fine and pertinent poem, "Many Religions", about the regenerative night sky in March:

Eyes become brighter as the evenings come  
Later each night. We stare  
At the sky opening. It waits for some  
Arrival. Christ and Proserpine are near.

There's no blasphemy in this. All old  
Beliefs are sewn into  
One great tapestry. Tales new and old  
Are woven there. Like night  
dreams coming true.

One day Mahreen's Mum gave her a mango.  
It was golden and juicy and sweet.  
It was very nice to eat.



If they are wise, commercial publishers will always watch the produce from the educational system. The illustration above is from Mahreen's Secret, a simple story presented simultaneously in English and Urdu, which is published at 50p by Waltham Forest's English Language Service. Irfan's Present, another book in the series, is published in Urdu and Bengali versions. These books will be reviewed in our forthcoming EFL Extra on August 13.

# Children's literature

## Colours of the spectrum

Round The World Folk Tales. Twelve story books by various authors and illustrators. Macmillan Education and Save the Children Fund 50-70 pence each. The Back Room. By Mal Bell. After 1982. Lozells, Birmingham £1.00.

These Round the World Folk Tales are story books for the youngest up to ten-year-olds. They start with *Mr Wolf and his Tails*: short sentences and splendid pictures on every page. I can't wait to read it to my nearly five-year-old - great-grand-daughter. Brown covers are for the youngest group. Then the red and orange books. I especially recommend *The Tiger and the Rabbit* and *Uncle Benek*. Both 'wavy' well-illustrated. They are yellow, green and blue. They have a real abundance of good pictures and in durable and attractive paper bindings. I would pick out *White Judge* (West Africa) and *White Star* (American Indian) but would advise any school which still has no money for books to buy the first one itself, all the same, for anything and we doing to help the educational understanding of these books of others about

foreign lands? We all agree that this is extremely important, all the more so in a world of fatally easy communication and disagreement and equally easy lies in the interests of - well, I leave that to you. Children's books cannot do much; however, if one happens to be the kind of inquisitive ten-year-old that I was, one reads the bit at the beginning about the Save the Children Fund and perhaps asks questions. It is certainly good to get the idea that some brave and good and clever people happen to have brown skins and to wear funny clothes - or none. But does the story of Grandfather Frost - good pictures again! - even begin to bridge the gap between us and the Russian story-teller? Or what can the children in Moscow or Voronezh learn from Jack and the (capital?) Beanstalk or even Cinderella?

Well, perhaps something comes through. But better not ask the next American soldier you meet if it's true about hairy-toed bogies in North Carolina. What really matters is the filling in by teachers or parents, finding the places on a big map, and perhaps going on to ask what are *why*? How does the kokaburra laugh? Do sword-fish really attack people? So I hope everyone has the answers ready.

Black Roses deliberately sets out

# The underlying drive

Discovering Shakespeare. A New Guide to the Plays. By John Russell Brown. Macmillan. £12.00. 0 333 31633 9. £3.50. 31634 7.

This book is based on a very sound idea, quite trendy in a sense - but only in a sense - because the careful phrasing and studied avoidance of philistinism contribute subtly and strength to one of its basic propositions: to wit that "we should read and study the plays as if we were rehearsing them".

Wisely Russell Brown bids us forebear when confronted with "interpretative and explicatory excesses" of dotty production (cowboy *Much Ado* or Dr Freud's Viennese *Measure for Measure*) or critical monomania, using the image of the filter which "obscures something and, at the same time, brings other features into unusual prominence". We may be imprisoned in a false teleology of thinking to arrive at the fixed and final view of this speech, this play, this Shakespeare. The book explains, eloquently why it can't be like that and why we shouldn't desire it to be. John Russell Brown points out in his first chapter "Shakespeare Dead and Alive" that even specialized and expert editorial annotation can barely touch many fine issues and problems of interpretation and realization in a given passage. Then he explicates the problems associated with the fact that Shakespeare's greatness "our contemporary" while the recognition of the achievement entails the recognition of the fact that his time was staggeringly different in its

assumptions, attitudes and conventions. Another chapter, "Parts for Actors", holds to this sense of difference in approaching performance partly in terms of Elizabethan staging and acting styles where knowledge of those can be gleaned with special reference to the intensity on one role. Like all the other chapters, it includes some close analysis of a particular Shakespearean passage and the same goes for the next chapter, "Plays for Acting", though it skirts the technicalities of Laban notations and Stanislavskian *savoir-faire*. "Personal Imperatives", not a felicitous title, which follows, relates the role to the whole dramatic context.

Having given performance its head for half the book, the reader, armed with what he hopes is the consequent sense of proportion is invited to consider Shakespeare's text, with special reference to the unauthoritativeness of any one edition. By the next chapter, "speech", he has arrived at the conclusion that "the more we value performance, the more we must study the text" and moves "to explore the drive behind the words". In relating that "drive" to basic facts of rhythm and sense he provides us with some excellent realization of particular passages and cruxes (and very interesting notes on technical features like rhythm), most notably in *Othello*.

This is useful, enthusiastic book though with the occasional lapse into a sort of soporific while a certain thinness of subtext, to use one of his own favourite words, makes it surprisingly difficult to read from beginning to end.

Edward Nell

# Light hearted

The Stage Lighting Handbook. By Francis Reid. A & C Black £5.95. 0 7136 2225 3.

Since their first appearance, the how-to-do-it volumes of the "Theatre and Stage Series" have acquired a considerable reputation. Now Francis Reid's *The Stage Lighting Handbook*, one of the most useful titles, has been updated to take account of new developments in the field.

There have been many computers and microprocessors are now commonly found in the larger lighting control systems, which completely new light sources have made an appearance. For most of us these are mere details: old, faithful 23s and Pat 123s are still the norm. Not that matters however - according to Reid "It ain't what you put, it's

where you put it". And on this he is especially good. His sections on lighting design and balance, helped by many useful diagrams and photographs, are the heart of the book, and what it will certainly be bought and read for.

New in this second edition are a couple of detailed "case studies", accounts of how specific shows were lit in specific theatres. As with everything else, these have been chosen with care. Neither a straight play at the 310-seat Mayfair Theatre, London, nor a low-budget professional musical are going to win awards for their lighting designers, but it is precisely their modest scope which makes them accessible and appropriate subjects for study for the layman responsible for a school or amateur show.

Hugh David

# Model example

An Introduction to Mechanics and Modelling. By D. G. Medley. Heinemann Educational £7.50. 0 435 32560 3.

Modelling is currently, for good reasons, a popular theme. This book explains that the application of mathematics to real-life problems is not a new activity, but one in vogue several millennia ago. Here the technique of a "simplified representation of reality which employs mathematical concepts and/or symbols" is used in a fresh approach to post-A level mechanics.

The work is so arranged as to be suitable for undergraduates, whether or not they have in fact taken mechanics as an A level subject. The standard elements of the course all have their appropriate place. The index, from acceleration; through conservation of energy, friction, jointed rods, momentum, radius of gyration, small oscillations and unstable equilibrium to zero velocity.

reads throughout like that of any familiar mechanics text. But, everywhere, the author's emphasis is on modelling, with illustrative examples which are at once fascinating and illuminating. Exercises, too, are first rate, with the student being guided to analyse problems, formulate ideas and interpret solutions.

F. W. Kellaway

**THE GIFTED CHILD**  
Edited by D. Grubb  
Published by O.S.A.S.E.  
A summary of current theories and provisions in U.K. and U.S.A.  
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8 Fircroft Court  
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# The autonomous ego

Moral Development and Moral Education. By Richard S. Peters. Unwin £4.50. 0 04 370107 8.

Discipline and Moral Education. By John Wilson. NFER-Nelson £10.95. 0 85633 233 X

Moral education has been a controversial matter for as long as I can remember. It is a subject of study in the school curriculum which has generated more than its fair share of outspoken friends and enemies. Some see it as the means by which schools fulfil their duty to prepare the next generation of adults to be decent members of society, others regard it as the indoctrination of the impressionable, or even as a plot to produce a submissive and obedient citizenry.

When the Assessment of Performance Unit established a special committee to look into the possibility of social development, the issue became extremely heated, with some members resigning, and in the end it was decided not to proceed with any systematic measurement. Professor Richard Peters is one of a number of writers who have explored this field, and his analysis, capitalizing on his knowledge both of philosophy and psychology, has the necessary sharpness of insight to take the debate to its proper level. *Moral Development and Moral Education* is a reprint in paperback form of several essays which appeared in his 1974 book *Psychology and Ethical Development*, with the addition of a paper on Kohlberg given at Leicester University in 1977.

Among this week's contributors:

Richard Pring is Professor of Education at the University of Exeter.  
John Tamburrini is Principal Lecturer in the Department of Educational Studies, Focsep Institute.

Certain salient themes recur in the earlier essays. Central to any consideration of moral development is the notion of autonomy, and Peters gives as good a critique as one is likely to find of the writings of Freud and Piaget and their followers on the development of the autonomous ego or the autonomous stage. One of the best essays in the collection is on concrete principles and moral passions. Inevitably there are echoes of his 1956 book *Ethics and Education* when he deliberates on the place of fundamental principles such as respect for persons, impartiality, or truth-telling in moral behaviour.

He defends himself well against accusations that the principled person is necessarily rigid or lives in a private capsule immune to the effects of social influences. The essay is illustrated with memorable and apposite observations such as "if thinking is the dialogue within, the language of 'self' and 'passions' has a pre-behaviouralising to it, but then he has seen off behaviourism elsewhere.

In the final two essays there is very good analysis of Kohlberg's "bag of virtues" approach to moral education, in which he contrasts Kohlberg's stages with other models of socialization. The one disappointment is that there are not more references to contemporary work on moral education and personal and social development. Some of the observations on schizophrenia, psychopathy, Freudian and Piagetian psychology are perhaps a little dated, but that is not to be critical of the best thinkers of recent times. They are a pleasure to read.

John Wilson's *Discipline and Moral Education* describes surveys of the views of teachers, parents, pupils and administrators on matters to do with discipline and moral education. The author does not pretend to undertake a systematic survey, but rather pools the perceptions of a non-random sample of some size. The description of research procedures are somewhat vague, and at one point he writes to alert how they viewed moral education. Replies to a "Dear Belguim" letter are difficult to evaluate and there is little reference to them.

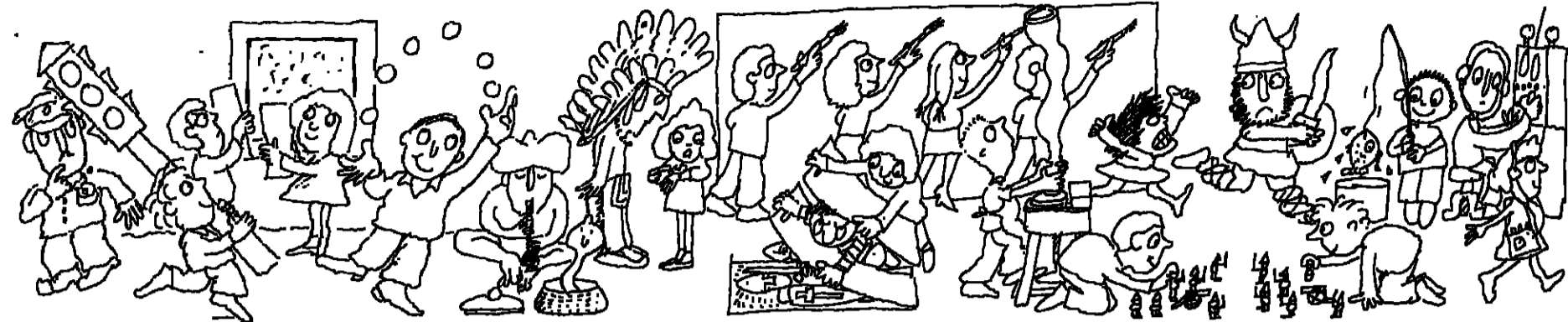
Despite its untidiness the book contains two valuable chapters on understanding discipline and understanding moral education, and the analysis of the views of parents and pupils and the, in some cases, stark contrast with those teachers and administrators, are worthy of note.

Richard Taylor is Professor of English and Comparative Literature at the University of Exeter. His book *Understanding the Elements of Literature: Forms, Techniques, and Literary Conventions* has just been published by Macmillan.

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# From Ophelia to the clockwork trains

Peter Dormer tours museums and art galleries in search of activities for children

There are forty activity sheets to choose from at The Tate Gallery, London. The compiler of the sheet on Kandinsky's painting *Swinging* must have been desperate: "Can you see something like a traffic light?" it asks. Whereas the Millais narrative painting of *Ophelia* inspires a more interesting sheet, although the putative art critic who can answer "Can you describe the kind of brush strokes Millais used?" will no doubt have the answer to why art progressed from Ophelia to disguised traffic lights. That apart, the Tate is a good place to visit, and offers conducted children's tours each Tuesday and Wednesday morning throughout August. Telephone 01-821 1313.

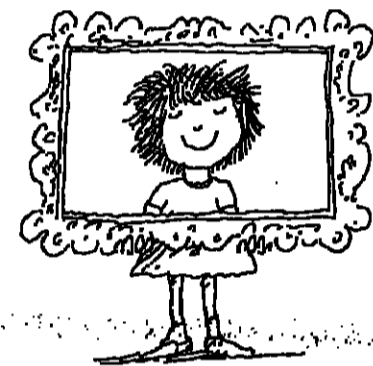
Adults and children will want to keep the National Gallery's 14 page holiday quizzes which are well presented and illustrated and this year scattered with memento mori to encourage you to squeeze what pleasure you can from every minute. Time is the theme of the three quizzes (they cover ages five to 95) and there are two competitions. The emphasis is on looking, doing, and drawing, and through August on Tuesdays, Wednesdays, and Thursdays there are lecture tours with topics such as *The Good, the Bad, and the Ugly*. Telephone 01-839 3321 ext 290.

The National Portrait Gallery which serves with a pun: *The Artful Dodger* - a holiday entertainment in which Lewis Carroll entertains children from August 2-7. Carroll is acted by Tony Mortons and there will be tricks, dancing, miming, acting, and a race that everybody wins. Booking is advised (telephone 01-930 1352).

The threatened Museum of Childhood, Bethnal Green, with its large,

wonderful collection of toys has a full programme of practical activities - making cloth, collages, miniature interior design, and printing fabrics - Tuesdays, Wednesdays and Thursdays throughout August. Telephone 01-980 2415.

The British Museum is good for mooching around but children are less fractious if you are selective. The BM offers a trail to hunt the



hieroglyphs and learn how to read them in the re-organized, exciting Egyptian Sculpture room. The museum's education service provides a lot of teaching material on a variety of topics as well as other trails - Egyptian Animals, Chinese Animals and Monsters, and India. Telephone 01-636 1555 ext 511.

The attraction at the Museum of Mankind, Burlington Gardens, W1, is the Indian Village. It shows part of a Gujarat village built for one to browse in and made with such care for detail that an authentic but not "quaint" sense of dusty disordered order is conveyed. There is a weaving shop, potter's yard, and a large bullock cart with a pair of doe eyed, wonderfully made, sad faced bullocks.

Another vivid exhibition at the museum introduces the lost life of the North East American Indians - called *Thunderbird and Lightning*.

There is a Taste of India in the refreshments on sale at the Commonwealth Institute (Kensington High Street, W8) and a photographic competition for children and adults (until August 15) based on the Institute's exhibition, *India and Britain*. Also to August 15 there are Indian Life Activity Sessions introducing Indian food, music, dance, and costume. Telephone 01-602 3232.

The limited programme at the Birmingham Museum, Fore St, Hill, London also consists of family affairs. It has Family Workshops on August 5 and 7 - Straw Work, and Ancient Games on Modern Computers. On August 3 and 4 for 12-16 year olds there is archaeology and Roman Southwark. Telephone 01-699 2339.

Families can take a look at Christopher Wren's churches - the

Whitechapel Art Gallery and the London Tourist Board have produced a map-guide to Wren's work in London. The Whitechapel has an exhibition celebrating Wren's work and on Tuesdays, Wednesdays and Thursdays (August 3-19) there are children's gallery tours introducing Wren as scientist and architect. There are also lectures for adults. Telephone 01-737 0107.

On the principle that in science things happen. The Science Museum has set up a Discovery Room described as a "hands-on" exhibition for visitors of all ages to touch, explore, and enjoy - daily to August 28. There is a holiday quiz with weekly prizes, a series of films called *The Search for Solutions* and each Saturday at 12.30pm, science films for children - billed as the "best simple documentaries on science and technology produced in the last 30 years". Telephone 01-589 3456 ext 562.

At the Shipley Art Gallery, Gateshead, there is a mural project. The mural, double-sided (using display boards) will depict an aspect of Old Gateshead on one side, and the future Gateshead on the other. This project lasts two weeks. On Wednesday and Friday of weeks three there are High Street activities, week four is occupied by trails, week five offers Games from the Past, and in the sixth week there is brass rubbing and brass rubbing trails - which beats polishing the door knocker at home. Telephone Gateshead 771495.

At South Shields the museum's brass rubbing centre is open to children from August 9-31 and if you telephone South Shields 568740 they will also tell you about river trips. At Whitley Bay on 14 and 15 August there is an engine rally and model exhibition, and the Museum of Science and Engineering in Newcastle is organizing Signs of Industry, which involves finding written evidence of the industrial past in street names, place names, and so on. An exhibition will be compiled from the discoveries and each discoverer will be credited. Telephone Newcastle 326789 ext 249. Again in Newcastle, at the John George Jelcoy Museum, there are war games each afternoon on August 17, 18 and 19.

The Vikings are clearly too busy with real war to bother with games. The Vikings exhibition at the Yorkshire Museum, York continues through the summer and the centre piece is a full-scale reconstruction of a Viking house from the Coppergate dig.

Moving west, the Bradford Industrial Museum has a four day course in spinning, followed by four days weaving and three one-day workshops in Spinning, Weaving, and Loom Dressing, and Setting Up a Loom. Anyone aged 12 and over is eligible, there is a fee, and the first four-day workshop opens on August 3. Telephone Bradford 631750.

Warrington Museum and Art Gallery is showing a private collection of clockwork trains, and America at Play, which has hundreds of wooden toys and mechanical toys. On August 10 there is a free show of early Disney cartoon films and on August 11 an opportunity to make a cartoon film. On August 17 and 18 children can make a trick cyclist, a tank or motorboat, and a paddle steamer, and on August 19 spend a day at the

Museum of Childhood, Sudbury Hall, Derbyshire. The age range is 7-12. For the first week in August, accompanying the Osiris, Live for Ever exhibition, there is a film and activities including making an Egyptian sarcophagus, an Egyptian mask, and Egyptian jewellery. For booking details telephone Warrington 30550.

In Liverpool, at the Walker Art Gallery, the activities are centred on the travels of artists. In the Faraway Places Quiz children go sightseeing and drawing via the sketchbooks and paintings of the many English artists-travellers. There are two quizzes, one for 7-11-year-olds, one for older children and adults. There is a painting-cum-drawing competition for 8-14-year-olds, a colouring book for the under 8s, and on August 4, 5 and 11 daily workshops to make picture souvenirs. Booking is necessary for the workshops, telephone 051-227 5234 ext 2460. Up the Mersey, in Manchester, the City Art Gallery has games and colouring sheets throughout August.

Sheffield's Mappin Gallery is host (August 7-22) to the excellent *Living Arts of India* exhibition in which nine Indian Crafts workers make and show their work. Pottery is made and fired, on site, metal is cast, and there is much else to watch that will intrigue and inspire young eyes. On August 2-6 you can send your child off with the requisite sandwiches and orange juice to the Mappin's Indian Summer - but telephone first, Sheffield 734789.

Less romantic than India yet evocative in its way is the Gas Street Basin in Birmingham - the starting place of a three-hour canal cruise on August 27. More water throughout August at the Birmingham Nature Centre with its fish farming exhibition. Children's events include Life in Rivers, unusual recipes for serving fish, and Fish Fun. Rodents, Bees, and Butterflies make appearances in separate events. And, still in the Birmingham area, time is again the theme - on August 24 at Blakesley Hall, Yardley, there is Time



Traveller - then a medieval day on August 26 at Wesley Castle, and at Aston Hall on September 3 - a stop into the 17th and 18th centuries with Children of the Great House.

In the main, Birmingham City Museum, there is a Roman holiday on August 17 and in the activities room on August 25 writing through the ages - Hieroglyphs to Ball Points. The main museum also has a full

programme of events, many centre on the Indian Embroidery exhibition, and others involve teapots, silver, animals, and masks. For all the Birmingham area events and booking details telephone 021-235 3890.

From Birmingham to the Museum of Oxford and to the days when you could feed a family of fifteen, take them to the picture palace, buy six cwt of coal, and still have change from a 6d bit." Or rather, on August 4, 5 and 6 the Museum is doing a three day event about shops and shopping in Oxford At Banbury in August there is a Natural History Holiday event, and at Woodstock, at the Oxfordshire County Museum, *Putting Yourself in the Place* on August 9, 10 and 11 plus natural history field days. You will need to telephone for booking details: Countryside Museum, Woodstock 811456; Museum of Oxford, Oxford 815599; and Banbury Museum, Banbury 59855.

The National Museum of Wales has a new centre at Oriel Eryri, Llanberis, from which a series of guided walks begin on each Wednesday and Friday in August. Each walk lasts five-six hours. Several of the exhibitions at Oriel Eryri ought to appeal to youngsters. There is a special radio station transmitting what is seen on August 28, 29 and 30, and a television monitor will be receiving weather pictures direct from satellite. An extensive show of photographs taken in Wales - and its rapid decline. Additionally there is 75 years of ornithology in Wales, and a selection of Charles Tunncliffe's bird studies.

At the main building of the National Museum in Cardiff, there are question sheets, and crayons for 8-13-year-olds to do informal work based on the permanent exhibits, daily on showings of science films, and on August 9-13, morning and afternoon, a thirty-minute talk on subjects which sound like a cross between a *Mastermind* apprenticeship and a *Carry On* film - *Pots and Pans in Medieval Days*. A Peep behind the Scenes - of the zoology department. Can you See Yourself in these Pictures? Behind the Scenes - the Botany Department; and Fossil Sea Dragons. For information on all events telephone 0222 3979519.

Over the Severn Bridge to Bristol where there are three summer fairs each start by coach from the Bristol City Museum on August 2, 4, and 6. You will need to buy because tickets are supposed to be bought "well in advance" - telephone 0272 299771.

And finally, and for no good geographical reason, we end in Norfolk with the Norfolk rural life museum at Cessenden, where on August 3-6 there are four days of visiting Upton Farm, making toy farm animals, looking at birds, watching a blacksmith at work, and a talk on salterns - crafts with a chance to make things that salterns made. Friday afternoon rounds things off with a wargame - *The Battle of Trafalgar*. Telephone Dereham 860563.

Please note that some of the events are free, some need booking, and some make small charges. Bookings, if necessary, should be made to the phone first. Most local authorities will have something organized in the summer so check with the Education Department, Museum, Library or even Social Services.



Lewis Carroll is at the National Portrait Gallery

## THOUGHT FOR FOOD

GAFTA, The Grain and Feed Trade Association has produced an 18 min. video film about the work of the Association in connection with the international trade in grain and feedstuffs. New material. Obtainable from the Association, 11, Broad Street, London, W1P 1JF. Tel: 01-583 1411.



# Religion and warfare

Victoria Neumark at the Museum of Mankind

Thunderbird and Lightning Museum of Mankind, 6 Burlington Gardens, London W1

Nowadays we all like red Indians. Having ensured that their way of life is no longer practicable, we are free to romanticise the days when the buffalo roamed and the prairies were free. It is to the credit of the new exhibition at the Museum of Mankind that its organizers have been careful to complement the exotic items in their collection with a lot of hard information.

Concentrating on the North-Eastern Indians, inhabiting what it now the area between New York and the Great Lakes, the exhibition treats its time-span of 1600-1900 more or less homogeneously, dividing rather along the definitions of activities rather than period. Hunting and farming, houses and settlement and domestic crafts begin the show, and so the time: we are looking at the ways of the lives of real people like the Hiawatha.

A model of a wigwam, constructed from poles and bark, and the most strikingly decorated baby-carriers, made from cloth bags made from dog's hair attached to boards, are particularly notable. Squaws went in for an early type of disposable nappy, filling the bag with sphagnum moss.

Pasting on to clothing and decoration, the great ingenuity with which beads and belts were contrived is striking, as is the elaborate care taken in painting and embroidering skin coats. The difference which iron tools made to the clothing of Indians, the eagerness with which they seized on the white man's introduction

# Traders

The Colne, the Rhine and the Rhone, Trade in Colchester over 2,000 Years The Castle, Colchester. Until September 18.

It comes as a shock to find that ceramic flagons and jars containing wine or olive oil were shipped from Colchester along two of these rivers into the Colne and through the Roman port of the Hythe.

And, with truly British eccentricity, oysters and hunting dogs were included, alongside more mundane exports like corn, cloth, lead, silver and gold.

# Microchip, superstar!

Roger Stephens reviews 'The Real World'

The Real World Produced by TVS, for the ITV network Broadcast in the TVS area Mondays, 11.15am, various times in other regions

Using a production team drawn from eight ITV companies and the BBC, *The Real World* examines the pros and cons of the technological revolution with special reference to science and medicine. It is presented by Michael Rodd, ex-Tomorrow's World, and Sue Jay, whose past subjects have included Enoch Powell, the Moonies and President Carter's sister.

On the evidence of the first two programmes these distinguished people have laid an egg fit for a curate; good in parts. The majority of these parts were in the first programme on computers. After some devil's advocacy from Sue Jay, "computers are mindless, addictive, divisive and elitist: discuss" we saw a primary school where the kids are as familiar with the keyboard as the sandpit by the time they are five, and devising their own programs by the age of seven. There were very few taffed-zombie zombies in evidence.

The series was determined to dispense with boffins' jargon but had the good sense to allow the more lucid experts to comment. The most telling quote of the series, for example, came from the head of computer-based learning at Imperial College who described home computers as "the new Meccano... information construction kits".

The 12 families who had been loaned a "kit" for two months had certainly restructured their leisure time as a result. With the exception of one mother who mourned the death of conversation with increased individual isolation, all those interviewed spoke with the calm intensity of the recently converted. Unlike those involved with the Unification Church, however, parents and children seem to have been drawn closer together, perhaps in shared relief that computers don't bite and can indeed be fun. Despite her background Sue Jay drew no parallels between these two varieties of quasi-religious experience. There are certain aspects of the current "Microchip, Superstar" syndrome that deserve closer study.

The second programme, on addition (to cigarettes and alcohol respectively) was plain messy. A group of 10 men and women, perhaps forced at gun-mike point from the Maidstone omnibus, were piled with drink from the moment they entered the studio, interviewed every so often about their smoking and drinking habits in between watching film of some very twitchy drink-watchers and not overly-ecstatic nicotine gum-chewers.

To keep the party going an actor dressed as James I looked in with a couple of apt quotations, and Michael Rodd reduced a stress-feedback machine to a low moan. The Maidstone 10 remained placidly good-tempered throughout, despite having yielded to frequent topping-up, only to have one of the studio experts remark on their inability to say "no".

# A kind of backwater

Carolyn O'Grady on a series about infants

ADULT EDUCATION Under fives Granada for the ITV network Mondays, 12.30pm

Nurseries for under-fives has been a major demand of the feminist movement for some time. There is, however, an increasingly vocal reaction - not led by anti-feminists - which holds that nurseries as they are usually organized do not meet the emotional needs of children. This series gives voice to this argument, often not as cogently as it might, but with some strength.

The main thesis of the first three programmes is that children between the ages of about seven months and 1 1/2 to three years suffer severe stress when parted for any great length of time from the person or persons they have come to know and love. So far so predictable, but *Under Fives* is not resurrecting the early Bowlby, at least not entirely.

Unlike Bowlby, the series does not place all the responsibility on mothers. There has been some strong talk, especially from the articulate Penelope Leach, on the low value placed on parenting and on the pressures on women in the home. Parenthood is a kind of backwater into which you retire for a few years and nobody cares" says Ms Leach. Lady Plowden adds: "A lot of men think kids are women's responsibility. Women stay at home while men go to the pub in the evening and go fishing at weekends".

# media

## Briefings Radio and tv

Constable and Turner (Saturday, 08.30 BBC2)

How did their paintings change with the influence of romanticism and the industrial revolution?

On The Ball (Monday, 07.30 BBC2) Does a sense of space have anything to do with mathematical education and the playing of ball games?

Earthquakes (Thursday, 07.05 BBC1) In this film, two leading authorities in earthquake research discuss their work in predicting and preventing earthquakes.

Italian Writers (Friday, 17.00 Radio 4)

The next two programmes look at the work of actor, playwright and director, Dario Fo and his wife, Franca Rame, and also at Italo Calvino and Elsa Morante.

## Continuing Education

What Shall We Tell The Children? (Monday, 16.30 Radio 4)

Where does God come from? Where did Granny go? Why can't He Stop what's Bad? A group of eight and nine year olds put their questions on religion to Dr Anne Townsend, editor of the magazine Family.

The Promised Land? (Thursday, 19.30 BBC2)

This programme investigates the cultural and political legacy of West Indian immigration in the late 1950s and early 60s.



The care of "Under Fives" - are nursery schools the answer? These children are at the Abercromby Nursery School in Toxteth, Liverpool, where mothers study on the premises and a very flexible approach is encouraged.

The first programme is mainly a moving demonstration of the subtle and intricate ties of the parent/child relationship. A mother communicates with her baby (a girl of about nine months) through a television screen. At first the child is puzzled and mildly upset, but eventually the mother, by using a language they both understand, manages to hold her attention and to entertain her for about 15 minutes without physically touching her.

The second programme contains an account of what happens to a small boy - about 18 months - who is left for the first time, for a very short period in a nursery. In spite of the care and concern of obviously loving staff, he pines and is finally inconsolable. At this point fortunately the nursery is able to get his mother, who works on the premises. There are no studies which prove that daily separation from a close adult causes any long term damage. However, distress at the time can be severe, and too often little or nothing is done to minimize it.



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HAMPSHIRE

BROOKFIELD SCHOOL
Headmaster: Mr. J. J. Jones

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY
KNOWSLEY THE COMPREHENSIVE SCHOOL
Headmaster: Mr. J. J. Jones

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
Headmaster: Mr. J. J. Jones

WEST SUSSEX

INSTRUMENTAL TEACHER
Headmaster: Mr. J. J. Jones

MERTON

LONDON BOROUGH OF MERTON
WIMBORNE COLLEGE
Headmaster: Mr. J. J. Jones

WALSALL

METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
Headmaster: Mr. J. J. Jones

WILTSHIRE

PRESTON VALLEY SCHOOL
Headmaster: Mr. J. J. Jones

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
THE MOSSLANDS SCHOOL
Headmaster: Mr. J. J. Jones

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION
HIGH/SECONDARY SCHOOLS
SCALE 1 POST
Closing date for receipt of applications: 9th August, 1982.

WALSALL METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
Closing date for receipt of applications: 9th August, 1982.

WALSALL METROPOLITAN BOROUGH OF WALSALL
EDUCATION COMMITTEE
Closing date for receipt of applications: 9th August, 1982.

CITY OF COVENTRY
Assistant Teachers
Ernest Orange School and Community College
Closing date for receipt of applications: 9th August, 1982.

WIRRAL METROPOLITAN BOROUGH OF WIRRAL
THE MOSSLANDS SCHOOL
Closing date for receipt of applications: 9th August, 1982.

WIRRAL METROPOLITAN BOROUGH OF WIRRAL
THE MOSSLANDS SCHOOL
Closing date for receipt of applications: 9th August, 1982.

Independent Schools
By Subject Classification
Arts and Design
STAFFORD HOUSE TUTORIAL COLLEGE

Royal County of BERKSHIRE
INSTRUCTOR
£5,097-£6,867 (if qualified)
The Bracknell Training Centre provides an extensive programme of educational, recreational and vocational activities for 120 monthly handicapped adults on a daily basis.

PAX HILL SCHOOL
Independent Residential School for 55 maladjusted boys aged between 9 and 16 years.
TEACHER OF GENERAL SUBJECTS
Maths/English CSE an advantage, required as soon as possible, or January, 1983.

Thryside Regional Council
Social Work Department
OFFICER-IN-CHARGE
£11,229-£12,123 (Net: 142/82)
Location: Burnside House Assessment Centre, Dundee.

SECONDARY SCIENCE
LONDON INNER LONDON EDUCATION AUTHORITY
SCIENCE DEPARTMENT
Closing date for receipt of applications: 9th August, 1982.

LEICESTERSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
Closing date for receipt of applications: 9th August, 1982.

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EDUCATION DEPARTMENT
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LEICESTERSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
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INDEPENDENT EDUCATION

LONDON NW1. TECHNICAL COLLEGE OF LANCING... INDEPENDENT CO-EDUCATIONAL COLLEGE...

EAST SUSSEX

ST. BEDE'S SCHOOL... Independent Boys Boarding School... Technical Drawing (RE-ADVERTISEMENT)...

Mathematics

HARROGATE. HARRINGTON COLLEGE... Heads of Department... Other Assistants...

Pastoral

ST. BEDE'S SCHOOL... Pastoral... Other Assistants...

SUFFOLK

TECHNICAL DRAWING (RE-ADVERTISEMENT)... Independent Boys Boarding School...

Preparatory Schools

By Subject Classification... Mathematics... Heads of Department...

COLLEGES OF FURTHER EDUCATION

CALDERDALE. METROPOLITAN BOROUGH... DURHAM COUNTY COUNCIL... ESSEX COUNTY COUNCIL...

DURHAM

DURHAM COUNTY COUNCIL... DURHAM COUNTY COUNCIL... DURHAM COUNTY COUNCIL...

ESSEX

ESSEX COUNTY COUNCIL... ESSEX COUNTY COUNCIL... ESSEX COUNTY COUNCIL...

HERTFORDSHIRE

HERTFORDSHIRE COUNTY COUNCIL... HERTFORDSHIRE COUNTY COUNCIL...

N. YORKSHIRE

N. YORKSHIRE COUNTY COUNCIL... N. YORKSHIRE COUNTY COUNCIL...

NORFOLK

NORFOLK COUNTY COUNCIL... NORFOLK COUNTY COUNCIL...

Geography

LANCASTER. GEORGE FOX SCHOOL... NORTH WALES. RYDAL SCHOOL...

Other Assistants

LANCASTER. GEORGE FOX SCHOOL... NORTH WALES. RYDAL SCHOOL...

Other Assistants

BUCKINGHAMSHIRE. PART-TIME MATHEMATICS... HAMPSHIRE. BEAUFORT SCHOOL...

Other Assistants

STAMFORD. STAMFORD COLLEGE... SWITZERLAND. ALGION COLLEGE...

Other than by Subject Classification

DUMFRIESHIRE. MODERN LANGUAGES... NORTHAMPTON. HOLY FAMILY CONVENT...

Other Assistants

BURY. METROPOLITAN BOROUGH... DEVON. SOUTH DEVON TECHNICAL...

Colleges of Further Education

CHESHIRE. SOUTH CHESHIRE COLLEGE... HAMPSHIRE. BASHINGTOKE TECHNICAL...

Other Appointments

BASHINGTOKE TECHNICAL COLLEGE... BASHINGTOKE TECHNICAL COLLEGE...

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Other Appointments

BASHINGTOKE TECHNICAL COLLEGE... BASHINGTOKE TECHNICAL COLLEGE...

English

LANCASTER. GEORGE FOX SCHOOL... NORTH WALES. RYDAL SCHOOL...

Other Assistants

LANCASTER. GEORGE FOX SCHOOL... NORTH WALES. RYDAL SCHOOL...

Other Assistants

BUCKINGHAMSHIRE. PART-TIME MATHEMATICS... HAMPSHIRE. BEAUFORT SCHOOL...

Other Assistants

STAMFORD. STAMFORD COLLEGE... SWITZERLAND. ALGION COLLEGE...

Other than by Subject Classification

DUMFRIESHIRE. MODERN LANGUAGES... NORTHAMPTON. HOLY FAMILY CONVENT...

Other Assistants

BURY. METROPOLITAN BOROUGH... DEVON. SOUTH DEVON TECHNICAL...

Colleges of Further Education

CHESHIRE. SOUTH CHESHIRE COLLEGE... HAMPSHIRE. BASHINGTOKE TECHNICAL...

Other Appointments

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Other Appointments

BASHINGTOKE TECHNICAL COLLEGE... BASHINGTOKE TECHNICAL COLLEGE...

APPOINTMENTS IN SCOTLAND. MORAY HOUSE COLLEGE OF EDUCATION RESEARCH ASSOCIATE

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COLLEGES OF FURTHER EDUCATION continued

LIVERPOOL

OLD SWAN TECHNICAL COLLEGE... LECTURER IN HORTICULTURE

An appropriately qualified lecturer in horticulture to teach young unemployed people...

OXFORDSHIRE COUNTY COUNCIL

POSTER DESIGNER OF FURTHER EDUCATION

Required to design posters for the County Council's Further Education Department...

Applicants should preferably have industrial or commercial experience...

PLYMOUTH

PLYMOUTH COLLEGE OF FURTHER EDUCATION

LECTURER IN STOCK ADMINISTRATION & GENERAL BUSINESS STUDIES

Required for 1st September 1982 or as soon as possible...

SOUTH DEVONSHIRE TECHNICAL COLLEGE

LECTURER IN ACCOUNTING

Required for 1st September 1982 or as soon as possible...

SOUTH DEVONSHIRE TECHNICAL COLLEGE

LECTURER IN SECRETARIAL STUDIES AND OFFICE TECHNOLOGY

Applicants should be appropriately experienced and qualified persons.

SENIOR LECTURER IN SECRETARIAL STUDIES AND OFFICE TECHNOLOGY

To participate in or lead the work of the Secretarial Studies Section.

MINISTRY OF DEFENCE

PART-TIME MUSIC TUTOR OF THE SAXOPHONE AND FLUTE

Applicants are invited from well-qualified and experienced teachers of both instruments...

SUFFOLK COUNTY COUNCIL

LECTURER IN ACCOUNTING

Required for 1st September 1982 or as soon as possible...

GLASGOW UNIVERSITY OF DISTANCE EDUCATION

LECTURER IN ACCOUNTING

Applicants should have experience of teaching at distance level...

NOTTINGHAMSHIRE COUNTY COUNCIL

LECTURER IN BUSINESS STUDIES

Required to teach Business Studies at the Nottingham College of Further Education...

STOCKPORT METROPOLITAN BOROUGH

LECTURER IN MECHANICAL & ELECTRICAL ENGINEERING

Applicants are invited for the following post: LECTURER IN MECHANICAL & ELECTRICAL ENGINEERING...

WARWICKSHIRE NORTH WARWICKSHIRE COLLEGE

LECTURER IN ELECTRICAL ENGINEERING

Required for 1st September 1982 or as soon as possible...

WESTHILL COLLEGE

Full-time Lecturer in Special Education (Lecturer II/S.L.)

Applications are invited for the above appointments commencing in the Autumn Term 1982...

Polytechnics

Other Appointments

HATFIELD

LECTURER IN BUSINESS STUDIES

Required for 1st September 1982 or as soon as possible...

GLASGOW UNIVERSITY OF DISTANCE EDUCATION

LECTURER IN ACCOUNTING

Applicants should have experience of teaching at distance level...

UNIVERSITY OF DISTANCE EDUCATION

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UNIVERSITY OF DISTANCE EDUCATION

LECTURER IN ACCOUNTING

Applicants should have experience of teaching at distance level...

SOLIHULL COLLEGE OF TECHNOLOGY

LECTURER IN ACCOUNTING

Required for 1st September 1982 or as soon as possible...

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UNIVERSITY APPOINTMENTS

LECTURER IN ACCOUNTING

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Colleges of Higher Education

Athrofa Gogledd-dd Cymru

The North E Wales Institute of higher education

WORK SKILLS COURSES

There are vacancies for

TEMPORARY LECTURERS GRADE I

To teach on the above courses in Wrexham and on the Deeside in the following areas:

Caring Professions, Construction Trades, Engineering Trades, Secretarial Studies

Appointments for the session 1982-83, salary within the range £5,355-£9,287.

Further details and application forms available from the Institute Registrar, Kelaterton College, Connahs Quay, Clwyd, Tel: Deeside 817831, Ext. 271.

Westhill College

Principal: Alan G. Bamford, J.P., Hon. M.A., M.Ed., F.R.S.A.

Full-time Lecturer in Special Education (Lecturer II/S.L.)

Temporary Part-time Lecturer in Special Education

Applications are invited for the above appointments commencing in the Autumn Term 1982...

Polytechnics

Other Appointments

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